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ABSTRACT

This book of supplemental exercises is one of a series of books designed to provide educational materials in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this intermediate level book are for the English subject area. Course numbers and exercise topics are: 701 (subject/verb agreement, reversed subject order, introductory and intervening phrases, pronoun/antecedent agreement, commas in a series), 702 (sentence types, subjects and predicates, adverbs and adverbial phrases, direct and indirect objects, predicate nominatives, predicate adjectives, often confused words, double negatives, parallel structure, placement of modifiers), 703 (simple sentences, compound sentences, complex sentences, phrases and clauses, fragments, run-on sentences), 801 (general topics and specific items, main headings and subheadings, sentence and topic outlines, paragraph structure and development, descriptive paragraphs, definition paragraphs), 802 (chronological sequence, spatial relationship, cause and effect, informal letters, business letters), and 803 (direct address; apposition; direct and indirect quotations; subjects, predicates, and objects; predicate adjectives and nominatives; subject/verb agreement; pronoun/antecedent agreement; fragments; run-on sentences; parallel structure; redundancy; paragraph and letter writing). (YLB)

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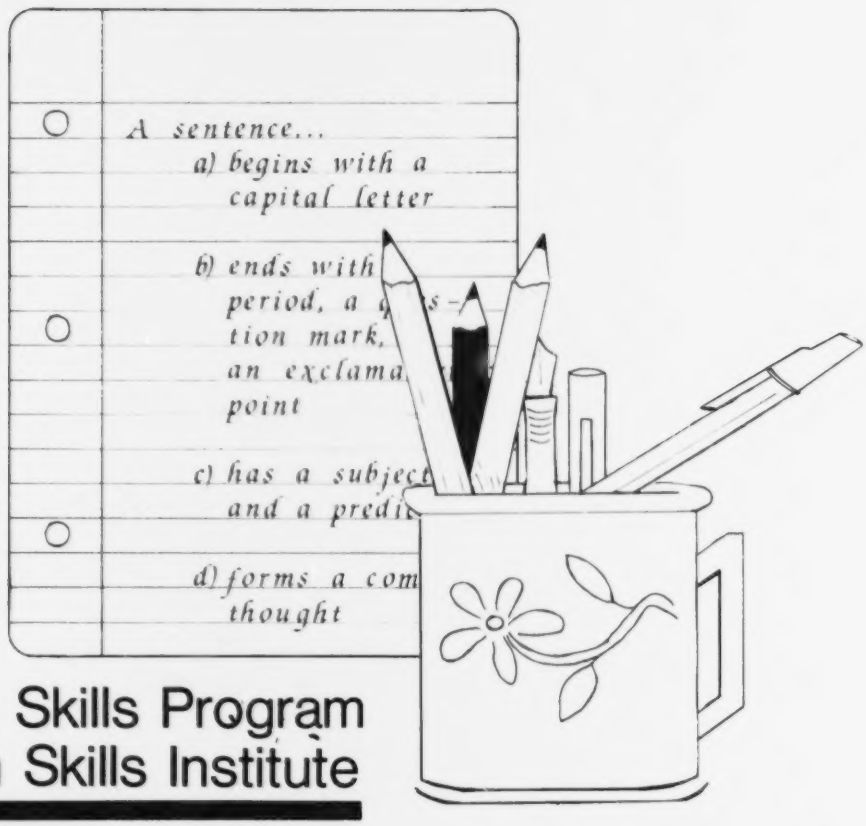
Intermediate Supplemental Exercises

Courses 701 — 803


A sentence...
a) begins with a capital letter
b) ends with a period, a question mark, an exclamation point
c) has a subject and a predicate
d) forms a complete thought

CE 044 921

Adult Learning Skills Program
Chicago Urban Skills Institute
One of the City Colleges of Chicago

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ADULT LEARNING SKILLS PROGRAM

Supplemental Exercises

in

ENGLISH

Courses 701-803

CHICAGO URBAN SKILLS INSTITUTE

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One of the City Colleges of Chicago

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The exercises in this booklet and in this series have been designed to provide educational materials in addition to instructional texts. The curriculum staff consists of four full-time ABE/GED Curriculum Specialists, four part-time ABE/GED Curriculum Writers, and three ESL Curriculum Specialists. The exercises in the Intermediate Level were developed in the subject areas by the following writers:

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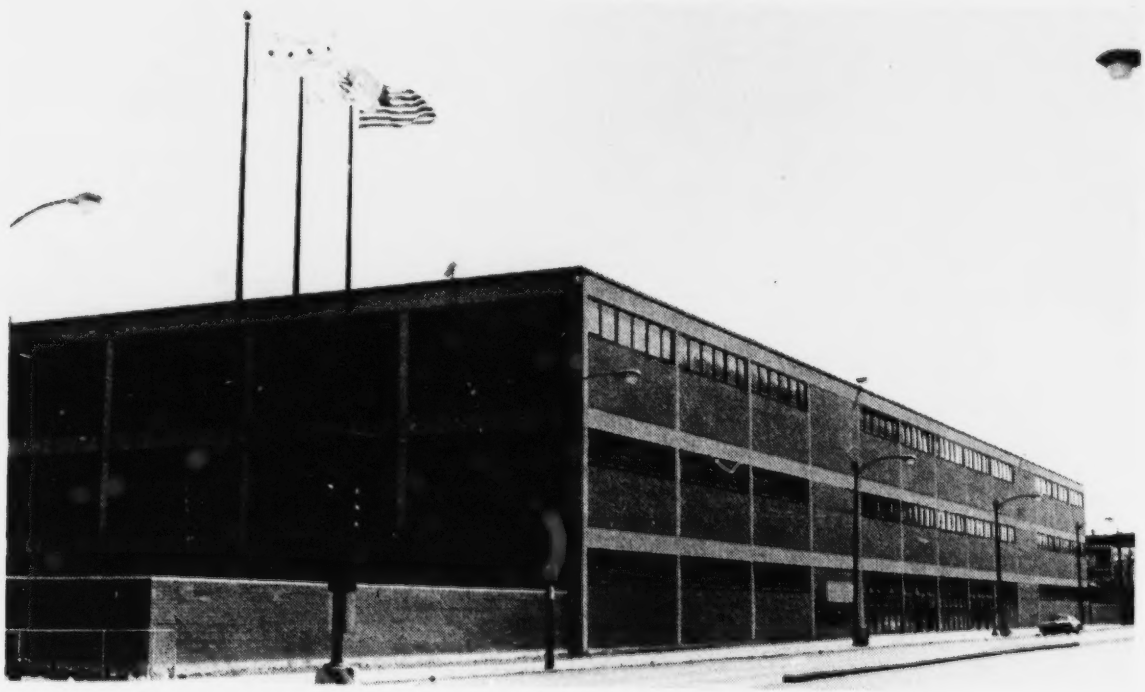


TABLE OF CONTENTS

COURSE 701 . . . . . 1 - 11

Subject/Verb Agreement
Reversed Subject Order
Introductory and Intervening Phrases
Pronoun/Antecedent Agreement
Commas in a Series

COURSE 702 . . . . . 12 - 29

Sentence Types
Subjects and Predicates
Adverbs and Adverbial Phrases
Direct and Indirect Objects
Predicate Nominatives
Predicate Adjectives
Often Confused Words
Double Negatives
Parallel Structure
Placement of Modifiers

COURSE 703 . . . . . 30 - 46

Simple Sentences
Compound Sentences
Complex Sentences
Phrases and Clauses
Fragments
Run-on Sentences

COURSE 801 . . . . . 47 - 74

General Topics and Specific Items
Main Headings and Subheadings
Sentence and Topic Outlines
Paragraph Structure and Development
Descriptive Paragraphs
Definition Paragraphs

COURSE 802 . . . . . 75 - 102

Chronological Sequence
Spatial Relationship
Cause and Effect
Informal Letters
Business Letters

COURSE 803 . . . . . 103 - 123

Direct Address
Apposition
Direct and Indirect Quotations
Subjects, Predicates and Objects
Predicate Adjectives and Nominatives
Subject/Verb Agreement
Pronoun/Antecedent Agreement
Fragments
Run-on Sentences
Parallel Structure
Redundancy
Paragraph and Letter Writing

701, Exercise 1

OBJECTIVE: To identify simple and compound subjects and to determine subject/verb agreement

DIRECTIONS: Underline the subject of each sentence. Then circle the verb or verbs in the parentheses that agree with the subject.

EXAMPLE: The Personnel Department (interviews, interview) new applicants from 11:00 until 4:00. - simple subject

Dr. Martin Luther King, Jr. and Mother Theresa (was, were) awarded the Nobel Peace Prize. - compound subject

1. Draft registration (were, was) started again in 1980 for 19 and 20 year olds.
2. The paper (says, say) the unemployment rate will get better.
3. Sonia and Sherrie (is, are) studying to become nurses.
4. Arthur's older brothers don't (enjoys, enjoy) playing basketball anymore.
5. Snow and ice (make, makes) driving hazardous.
6. The car engine (sputters and dies, sputter and die) every morning.
7. Mr. and Mrs. Atwater (have, has) agreed to meet with us.
8. Our wedding arrangements (were, was) well planned.
9. Maria Hernandez (read and write, reads and writes) English very well.
10. The men and women (takes, take) turns supervising at the playground.
11. This hardware store (sells, sell) all types of tools.
12. The drawers and shelves (was, were) cleaned and organized last week.
13. Walt (leave, leaves) for work every morning at 6:30.
14. My daughter (doesn't, don't) understand the math problems.
15. The salt and pepper (are, is) on the counter.
16. Joanna's sister (borrows, borrow) her clothes constantly.
17. A ballpoint pen (were, was) necessary for filling out the application.
18. Mrs. Goldberg (reminds, remind) me of someone I used to know.
19. Belinda and her cousin (work, works) for the gas company.
20. High blood pressure (makes, make) the heart and kidneys work harder.

OBJECTIVE: To determine subject/verb agreement with collective nouns used as subjects

---

Collective nouns are names of groups or collections of people or things. These nouns usually take the singular form of the verb. Occasionally, however, a plural verb form may have to be used. If a collective noun refers to a group acting as a whole, a singular verb is used. If a collective noun refers to a group where members act individually, a plural verb is used.

DIRECTIONS: Underline the correct verb in the parentheses.

EXAMPLE: My family always (talks, talk) about the community college I attend.

The family (has, have) their own individual opinions about the college.

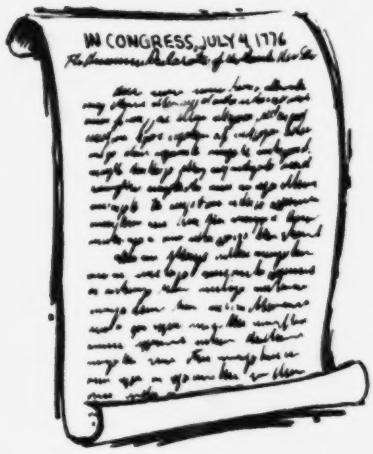
1. I'm on a baseball team that (play, plays) to win.
2. Every day after my engineering class (have, has) been dismissed, I rush to practice.
3. The team (feels, feel) that each of us has to play very well this year.
4. Every spring the faculty (votes, vote) on whether to keep baseball at Pratt Community College.
5. The faculty (have, has) been disagreeing among themselves during the meetings.
6. The public (has, have) started to attend the meetings.
7. The crowd (finds, find) our star pitcher's style unique and well worth watching.
8. That is, when the crowd (stop, stops) eating, drinking, and talking long enough to pay attention.
9. Our best audience, however, (is, are) the group that sits behind third base.
10. The group (has, have) even formed a committee.

11. This committee (meet, meets) in support of baseball at Pratt.
12. The committee (have, has) been discussing the possibility of attending the next faculty meeting.
13. The team (appreciate, appreciates) their efforts.
14. The faculty should listen when this group of loyal fans (present, presents) its case.
15. After all, the faculty (decide, decides) the fate of baseball at Pratt.

OBJECTIVE: To identify simple subjects and simple predicates in sentences with reversed subject order

DIRECTIONS: Underline the subject in each sentence and circle the predicate.

EXAMPLE: When (was) the Declaration of Independence (signed)?



1. Why do people assume the worst?
2. Where is the film for the camera?
3. In the park stands a statue of a famous German poet.
4. Down the street marched a group of angry protesters.
5. Have you ever written a play?
6. Why haven't you registered to vote?
7. Around the curve swerved the reckless driver.
8. Will daily exercise prevent heart disease?
9. Is tomorrow a good time for the meeting?
10. Can you place that plant on the table?
11. Over the television came a news bulletin about the plane crash.
12. How long does the average man live?
13. Where is the highest mountain in the world?
14. Among the many wedding gifts was an antique lamp.
15. There aren't any good movies on television anymore.
16. Has the gentleman completed the application?
17. Didn't Mr. Lalagos once live in Greece?
18. Can you tell the difference between the two brands of peanut butter?
19. Do you have a credit card?
20. Can you meet me downtown at 4:30?

OBJECTIVE: To determine subject/verb agreement in sentences with reversed subject order

DIRECTIONS: Underline the subject in each sentence. Then circle the correct verb in the parentheses.

EXAMPLE: Here (is, are) a gift to show my appreciation.

(Was, Were) there ten women and only five men at the party?

* *

1. (Was, Were) that phone call for you?
2. There (is, are) a moral to every story.
3. (Do, Does) these medical students need more time to work in the lab?
4. (Was, Were) the toast to the bride and groom given by the bride's father?
5. There (was, were) several books missing from the library.
6. Here (are, is) some tiles that need to be moved.
7. There (is, are) numerous biographies of famous Black Americans.
8. There (seems, seem) to be very few members present at the election.
9. (Are, Is) the candidates ready to start the debate?
10. (Has, Have) you been distributing the work orders?
11. Here (is, are) the blueprints that you requested, Mr. Dawson.
12. There (has, have) been very little rainfall this year.
13. Tennille, here (is, are) the perfume that you ordered.
14. (Do, Does) Ms. Blanchard want these letters finished by tonight?
15. There (seem, seems) to be little participation from the audience.
16. There (was, were) several specials on television last night.
17. There (is, are) another special scheduled for tonight.
18. (Was, Were) the sofa and chairs delivered this morning?
19. Leo asked, "(Has, Have) you taken my tools?"
20. Here (is, are) a good example of smart shopping.

10

OBJECTIVE: To determine subject/verb agreement with indefinite pronouns used as subjects

Indefinite pronouns do not refer to <u>particular</u> persons or things. Some of them are listed below.

Always Singular		Always Plural
one	anybody	few
everyone	each	both
someone	anyone	several
somebody	nobody	many
no one	neither	
everybody	either	

DIRECTIONS: Underline the correct verb in the parentheses.

EXAMPLE: Everyone (<u>likes</u>, like) Sonia Lopez's exercise class.

1. No one (was, were) prepared for the meeting.
2. Someone (have, has) forgotten to turn off his lights.
3. Few (is, are) chosen from the troops to become officers.
4. Everyone (look, looks) very tired.
5. Nobody (sells, sell) the kind of fabric that Sharla wants.
6. One (work, works) just as well as the other.
7. Everybody (are, is) to be here on Tuesday, August 15th.
8. Neither (play, plays) the piano well enough.
9. Each (seem, seems) qualified for the job.
10. Both (was, were) late for the auction.
11. Many (is, are) leaving the old neighborhoods.
12. Somebody (have, has) to tell the police the truth.
13. Everyone (is, are) present and accounted for.
14. Several (are, is) still waiting for their paychecks.
15. (Have, Has) anyone seen the newspaper today?
16. Neither (wants, want) a receipt for the donation.
17. (Do, Does) anybody have change for a dollar?
18. Many (is, are) called for jury duty.
19. No one (has, have) been as kind as Carlos and his family.
20. Nobody (know, knows) where it will all end.

OBJECTIVE: To identify subjects and verbs in sentences that contain introductory phrases

DIRECTIONS: Circle the introductory phrase(s) in each sentence. Then underline the subject once and the predicate twice.

EXAMPLE: Across the street a new store is opening today.

On the bandstand in the park, the musicians were unpacking their instruments.

1. During the second intermission George left the theater.
2. After roll call the sergeant dismissed the platoon.
3. In her twenty-eight years on the job, Karen has never received a bad evaluation.
4. On her doctor's advice the patient stayed in the hospital.
5. Before dinner William watched television.
6. During the autumn months the leaves change their colors.
7. In preparation for our performance, a new sound system was installed.
8. At one time Birmingham was the capital of Alabama.
9. In the United States the first President was George Washington.
10. On one of her trips to Mexico, Elizabeth became engaged.
11. In the early evening the children collect fireflies.
12. Across the hall the newlyweds moved into their first apartment.
13. On a bitter cold morning in January, Sandra locked herself out of the house.
14. Besides Lake Michigan there are four other Great Lakes.
15. For many years Brian was afraid of the dark.
16. During the storm the frightened child slept with his parents.
17. Without more help it will be impossible to finish the job.
18. Because of bad weather the performance was canceled.
19. By the end of the year I will have paid all of my furniture bills.
20. After years of hard work Abel Maxwell finally retired.

OBJECTIVE: To determine subject/verb agreement in sentences that contain intervening phrases

DIRECTIONS: Draw a line through the prepositional phrase that comes between the subject and verb. Then underline the correct verb form.

EXAMPLE: Each ~~of the members~~ (<u>has</u>, have) an identification card.

The workers ~~in the line~~ (has, <u>have</u>) identification cards.

1. Richard's letters from his wife (was, were) found on the closet shelf.
2. Everyone in our building (knows, know) about the rent increase.
3. Three of the lottery numbers (have, has) been picked for the day.
4. Each of the recording artists (make, makes) a new album every year.
5. The performances at the Grant Park Bandshell (continue, continues) throughout the summer.
6. Five of the employees (was, were) selected for higher positions.
7. One hundred packages of paper (have, has) been ordered for the xerox machine.
8. One of the construction workers (supervise, supervises) the crew when the foreman is gone.
9. Several retail outlets in this town (have, has) been closed.
10. The family from New Jersey (haven't, hasn't) found an apartment yet.
11. Several new washing machines at the laundromat (was, were) installed.
12. Several of the employees (work, works) overtime on holidays.
13. The crates by the door (contains, contain) everything left from the fire.
14. Neither of the gas station attendants (like, likes) to work when it's below zero.
15. The waiters at the Candlelight Inn (prefers, prefer) the evening shift.
16. The emotions of a person (is, are) often difficult to understand.
17. The Du Sable Museum in Washington Park (was, were) named after the first settler in Chicago.
18. Someone in the audience (seem, seems) to be unable to stop coughing.
19. A few of my efforts (have, has) gone unrewarded.
20. Somebody in a red station wagon (is, are) responsible for blocking traffic.

OBJECTIVE: To identify correlative conjunctions in sentences and to determine subject/verb agreement

---

The verb must match the last subject in number (EXCEPT for the conjunction both...and which combines the subjects and indicates plural usage.) The correlative conjunctions are:

either...or neither...nor both...and

not only...but also whether...or

DIRECTIONS: Underline the subject that determines the verb in each sentence. Then circle the correct verb in parentheses.

EXAMPLE: Either Margaret or Vicki (is, are) Henry's first cousin.
Both calcium and phosphorus (build, builds) strong bones and teeth.

1. Whether the manager or his employees (files, file) the claim depends on the company rules.
2. Both the professor and his wife (was, were) invited to the wedding.
3. Either William or his friends (have, has) promised to greet the guests.
4. Neither Lake Michigan nor Lake Huron (are, is) a body of salt water.
5. Not only Japan but also West Germany (competes, compete) with the United States in steel production.
6. Either the witness or the defendant (is, are) lying.
7. Neither the First National Bank nor any other bank (wants, want) to lower the interest rates.
8. Both the daily *Tribune* and *Sun-Times* (cost, costs) only a quarter.
9. Whether the electricians or the telephone repairman (arrive, arrives) first doesn't matter.
10. Either Evelyn or Milton (haven't, hasn't) been following our agreement.
11. Both useful skills and hard work (are, is) necessary for maintaining a job.
12. Not only the public transportation system but also the school system (suffer, suffers) from a shortage of funds.
13. Neither the Secretary of State nor any other Cabinet member (are, is) an elected official.
14. We don't know whether my sisters or Frank (has, have) told our relatives about Joe.

14

15. Neither the President nor his advisors (want, wants) to take the blame for the recession.

16. Either the boycott or the telephone calls (has, have) changed the mayor's mind.

17. Not only many soft drinks but also some teas (contain, contains) caffeine.

18. Both my health and my happiness (depends, depend) on how well I take care of myself.

19. Neither the telephone bill nor the car payment (is, are) as important as the rent.

20. Not only the Midwest but also the South (is, are) having record-breaking winters.

OBJECTIVE: To determine pronoun agreement when indefinite pronouns are used as subjects

DIRECTIONS: Underline the subject in each sentence. Then circle the pronoun in the parentheses that agrees with the subject in number.

EXAMPLE: One of the elevators needs (its, their) cable repaired.

1. Each will have to make (their, his) own decision about voting for a tax increase.
2. Only a few had (their, his) facts straight.
3. Does anybody want (his, their) name added to the list?
4. No one will have to go by (himself, themselves).
5. If somebody fails to carry out (their, his) responsibilities, we'll have trouble.
6. Several of the people arrived early to find (himself, themselves) good seats.
7. Neither of the puppies stayed in (their, its) box.
8. A few were told that (they, he) would be paid on Tuesday.
9. Neither could believe (his, their) eyes.
10. Everyone wanted to see the election results for (themselves, himself).
11. Not one of the packages was in (their, its) designated storage area.
12. Both of the reporters searched (their, his) notes for the candidate's exact words.
13. Did anyone give up (their, his) seat for the elderly woman?
14. Every one of the women had (their, her) speech ready for the presentation.
15. Either of the passengers could have forgotten (his, their) briefcase in the cab.
16. Everybody wants to have (his, their) share of the profits.
17. A few of the artists meet in a restaurant to discuss (its, their) work.
18. Neither wanted (their, her) name mentioned by the newscaster.
19. One of the drivers crashed (their, his) car into the stop sign.
20. When leaving the building everybody must have (his, their) packages searched.

OBJECTIVE: To use commas for three or more items in a series

When listing three or more items in a series, a comma before and is always correct.

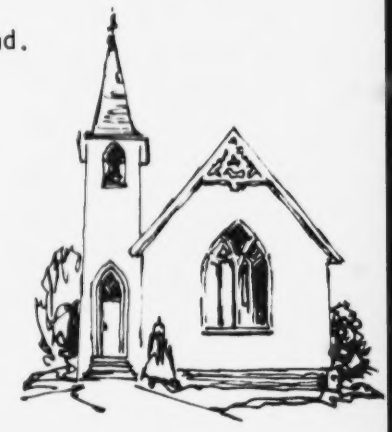
Some publications and style manuals, however, consider it optional.

DIRECTIONS: Place commas where needed in the following sentences.

EXAMPLE: June, July, and August are summer months.

1. Sandra Joyce Carla and I are responsible for the refreshments.
2. You will need two pounds of sweet potatoes three cups of sugar and a pound of butter.
3. Magazines newspapers and pamphlets are good resources to use for your report.
4. Oranges grapefruit and lemons are citrus fruits.

5. John's Nursery will provide soil seeds shrubs and stones for the arboretum.
6. You are to report to work on October 24th 25th 26th and 27th.
7. Mr. Jones Ms. Garcia Mr. Hardin and Mr. Washington were chosen as candidates for the next election.
8. Levi, don't forget to pack your toothpaste soap and deodorant.
9. A resumé is an outline of your educational background work experience and hobbies.
10. Denny's McDonald's Burger King and Kentucky Fried Chicken are all located on 55th Street.
11. Mrs. Charuhas has registered for sewing typing and shorthand.
12. Shirley planted cabbages tomatoes peppers peas and corn in her garden.
13. We purchased clothes shoes toys and furniture at the garage sale.
14. Alex's Fruit and Vegetable Market always has fresh strawberries blackberries and grapes.
15. Tamara Frank and Gloria worship at the same church.



OBJECTIVE: To identify the sentence type and subject and predicate in each sentence

DIRECTIONS: Write the type of sentence, the subject, and the predicate in the columns to the right.

EXAMPLE:
A. George played the lottery yesterday.
B. Did George play the lottery yesterday?
C. George won the lottery!
D. Play the lottery.

TYPE	SUBJECT	PREDICATE
Declar.	George	played
Inter.	George	did play
Excl.	George	won
Imp.	(You)	play

1. John ordered a camera through the mail.
2. Help me tune up my car.
3. Did the Smiths go to the beach today?
4. The Sox won both games in the double-header!
5. When will you be finished with work tonight?
6. Mary and Nate both work full time.
7. Don't take another step.
8. Where did the Andersons go on their vacation?
9. The doctor will see you now.
10. Guatemala is in Central America.
11. Order this set of encyclopedias today.
12. Are you graduating this year?
13. Give me the keys to the car.
14. The baby has developed a rash.
15. Will you ever see him again?
16. Jackie and I will buy a condominium.
17. I passed all of my GED tests!
18. Leave.
19. Have you applied for that new position?
20. The building is on fire!

OBJECTIVE: To recognize the subject, predicate, adverb, and adverbial phrase

DIRECTIONS: Place the subject, predicate, and adverb or adverbial phrase in the correct columns. Some sentences may have both an adverb and an adverbial phrase.

The adverb or adverbial phrase describes <u>how</u>, <u>when</u>, or <u>where</u> the action takes place.

EXAMPLE:

A. The car stalled at the intersection.
B. The car stalled suddenly.
C. Without warning the car stalled.

	SUBJECT	PREDICATE	DESCRIPTION
A.	car	stalled	at the intersection
B.	car	stalled	suddenly
C.	car	stalled	without warning
1. The children played quietly.			
2. The dance troop moved with style and grace.			
3. All at once they stopped.			
4. The bus driver braked abruptly.			
5. Two cars were speeding down the street.			
6. A dump truck was parked on the road.			
7. Suddenly, the soldier ran.			
8. The teacher spoke quietly.			
9. The radio was playing too loudly.			
10. The children ran to the ice cream vendor.			
11. Without a sound the back door opened.			
12. The family sat quietly around the table.			
13. We walked down to the lower level.			
14. Has the train pulled out of the station?			
15. The plane skidded off the runway.			
16. The sun burned intensely.			
17. We laughed all through the movie.			
18. The salesperson spoke rapidly during the sale.			
19. The doctor worked calmly and cautiously.			
20. Move slowly!			

OBJECTIVE: To identify the subject, predicate, and direct object in sentences

DIRECTIONS: Place the subject, predicate, and direct object of each sentence in the correct columms.

The DIRECT OBJECT is a noun or pronoun that answers the questions "What?" or "Who?" after the action verb.

EXAMPLE:

A. Lionel gave his books away.

B. Mary dated her brother's attorney.

1. Did the porters carry the bags to the lobby?
2. The soldiers in the foxhole aimed their rifles at the enemy.
3. Someone shouted the good news.
4. The woman in the green dress dropped her purse.
5. The driver of the stolen car just missed the lady with the baby carriage.
6. Don't move a muscle!
7. The policeman showed his badge to the suspect.
8. Frank and Sue caught the flu last winter.
9. Alicia sells cosmetics to her friends at work.
10. Were those men selling digital watches?
11. The judge signed the court order.
12. Anita made an appointment with the doctor.
13. The store down the street reduced the prices on all their coats.
14. The ladies at the church organized a trip to Great America.
15. The doctor prescribed medication for George's allergies.
16. Alexander Graham Bell invented the telephone.
17. Use the coupons on the table.
18. The mayor reported a rise in unemployment for March.
19. People with job training earn more money.
20. José hired the young man for the job.

SUBJECT	PREDICATE	DIRECT OBJECT
Lionel	gave	books
Mary	dated	attorney

20

OBJECTIVE: To identify the subject, predicate, indirect object, and direct object in sentences

DIRECTIONS: Place the subject, predicate, indirect object, and direct object in the correct columns.

The direct object is a noun or pronoun that answers the questions "Who?" or "What?" after an action verb.

The indirect object comes before the direct object and tells "to whom" or "for whom" the action is done.

EXAMPLE: The manager bought the new secretary a dictionary.

SUBJ.	PRED.	INDIRECT OBJECT	DIRECT OBJECT

1. Sara Jane sent Tony a birthday present.
2. Phil gave Juanita a new battery.
3. The prisoner wrote his lawyer a letter every week.
4. The boss promised me a raise in June.
5. Tell me the latest gossip.
6. City Hall granted us permission to have a rally.
7. Albert gave Juan and me several good ideas.
8. Our teacher gave us a short quiz.
9. She told him her honest opinion.
10. Ron promised the children a trip to the Museum of Science and Industry.
11. The lady in the black dress told him her story.
12. Will you give me your name and phone number?

SUBJ.	PRED.	INDIRECT OBJECT	DIRECT OBJECT

13. Beverly told him the truth about Saturday night.

14. The doctor wrote him a prescription for his cold.

15. Did you give her the article on GED tests?

16. Stella promised the girls souvenirs from our vacation.

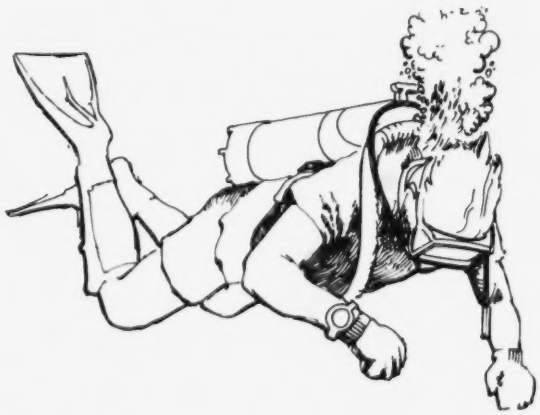
17. Sam bought her a diamond ring for their anniversary.

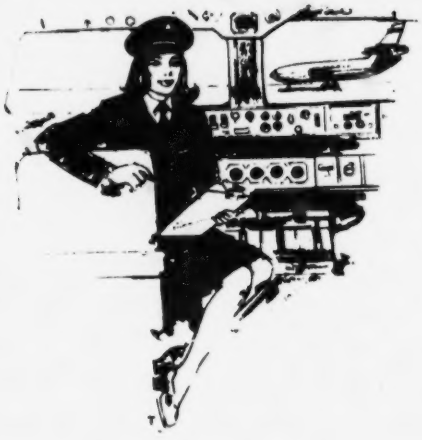
18. Give me the list.

19. The spy told the C.I.A. nothing of importance.

20. I bought you a book about skin diving.

SUBJ.	PRED.	INDIRECT OBJECT	DIRECT OBJECT





OBJECTIVE: To identify the subject, predicate, and predicate nominative in a sentence

DIRECTIONS: Write the subject, predicate, and predicate nominative in the correct columns. Then write the sentence reversing the subject and predicate nominative.

The predicate nominative is a noun or pronoun which renames the subject. Predicate nominatives are often reversible with the subject.

PART I

	SUBJECT	PREDICATE	PREDICATE NOMINATIVE
EXAMPLE: Mark and Annette were the co-pilots.	Mark and Annette	were	co-pilots
The co-pilots were Mark and Annette.	co-pilots	were	Mark and Annette
1. Ms. Sanchez was a successful manager.			
2. She was a successful manager.			
3. The Learning Tree is an inspiring book.			
4. The waitress was a major suspect.			
5. Football is a considerably rough sport.			
6. The first prize was a trip to Europe.			
7. Sylvia will be our secretary.			
8. Springfield is the capital of Illinois.			

	SUBJECT	PREDICATE	PREDICATE NOMINATIVE
9. My favorite island is Hawaii.			
10. John Hansen was the keynote speaker.			
11. They are the new players.			
12. State and Madison is one of the world's busiest corners.			
13. North Michigan Avenue is "The Magnificent Mile."			
14. He was the winner of the gold medal.			
15. I was the one they wanted.			

PART II

DIRECTIONS: Some predicate nominatives are not reversible. Read the sentences and place the subject, predicate, and predicate nominative in the correct columns.

	SUBJECT	PREDICATE	PREDICATE NOMINATIVE
16. You should become an artist.			
17. Jackie really looked the part.			
18. The young boxer will remain the contender.			
19. George's son became a computer programmer.			
20. Barbara has been a teacher before.			

OBJECTIVE: To identify the subject, predicate, and predicate adjective in sentences

DIRECTIONS: Place the subject, predicate, and predicate adjective in the correct column. If the sentence does not contain a predicate adjective mark an "X" in that column.

The predicate adjective describes the subject. One way to check whether a predicate adjective is being used is to substitute the word "seems" for the verb.

EXAMPLES:

After an exhausting trip, Carol still looked energetic.

Carol looked at Mark.

1. After a long hard day, the doctor felt tired.
2. The doctor felt the boy's broken leg.
3. Louis and Frank grew more and more angry during the debate.
4. The sky appeared dark and threatening.
5. An alarm sounded during the burglary.
6. His boss sounded very pleased when Miguel finished the job.
7. A man suddenly appeared in the doorway.
8. After a while, the animal became calm.
9. The emergency squad was very competent.
10. John has grown taller since last fall.
11. The bread in the oven smelled great.
12. You can smell the roses throughout the house.
13. The chimes from the church sounded peaceful.
14. She looked across the room for her husband.
15. He appears glad to be back.

SUBJECT	PREDICATE	PREDICATE ADJECTIVE
Carol	looked	energetic
Carol	looked	X

OBJECTIVE: To recognize correct usage for often confused words

PART I

DIRECTIONS: Before each number, write the letter of the best definition for each word.

_____ 1.	accept	a.	feeling referring to people
_____ 2.	except	b.	in addition to
_____ 3.	all ready	c.	dry, sandy area
_____ 4.	already	d.	pieces of material or fabric
_____ 5.	amount	e.	a quantity counted as one unit
_____ 6.	number	f.	to move to the inside of something
_____ 7.	angry at	g.	carry towards
_____ 8.	angry with	h.	completely prepared, everyone being ready
_____ 9.	beside	i.	to leave out, exclude
_____10.	besides	j.	things or persons counted individually
_____11.	between	k.	to receive voluntarily, to approve
_____12.	among	l.	feeling referring to things
_____13.	bring	m.	by the side of, next to
_____14.	take	n.	within or inside of something
_____15.	clothes	o.	used when referring to groups of three or more
_____16.	cloths	p.	garments people wear, apparel
_____17.	desert	q.	something that happened earlier, or by now
_____18.	dessert	r.	used when referring to two people or items
_____19.	in	s.	sweet food served after dinner
_____20.	into	t.	carry away, depart with something

PART II

DIRECTIONS: Complete each sentence by underlining the correct word.

1. Kendra (accepted, excepted) the long distance call.
2. He will buy all the furniture (accept, except) the table.
3. The players are (all ready, already) to start.
4. I've (all ready, already) read that book.
5. Did you see the large (amount, number) of people at the concert?
6. I need a small (amount, number) of sugar for this cake.
7. Ron was (angry with, angry at) his car when it died at the light again.
8. Ron was (angry with, angry at) his mechanic who had fixed it for three hundred dollars.
9. Put the records (beside, besides) the stereo.
10. Who else is going (beside, besides) us?
11. This money will be divided (between, among) you and me.
12. This money will be divided (between, among) the three of us.
13. Please (bring, take) this book back to me at the end of class.
14. You can (bring, take) this book home tonight.
15. Diana's (clothes, cloths) always look expensive.
16. These are the (clothes, cloths) I use to dust the furniture.
17. How long can a person survive on a (desert, dessert) without water?
18. Who wants apple pie for (desert, dessert)?
19. Lena keeps pictures of her children (in, into) her wallet.
20. Are the Andersons moving (in, into) the new apartment this week?

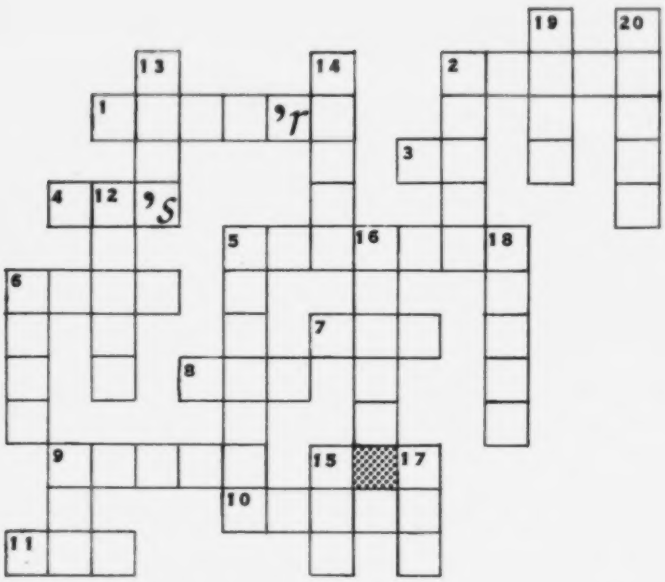
OBJECTIVE: To recognize correct usage for often confused words

PART I

DIRECTIONS: Solve the crossword puzzle using the words below.

their	to	weather	learn	leave	than	right	whose
there	too	whether	teach	let	then	write	who's
they're	two						

set	raise	its
sit	rise	it's



ACROSS

1. contraction for they are
2. to put words on paper
3. indicates a direction toward something; a purpose
4. contraction for it is or it has
5. used for expressing choice or alternatives
6. as a comparison, instead of
7. to put an object down, to place
8. shows ownership, belonging to it
9. a place
10. to lift something up
11. in addition, also; an excess of

DOWN

2. shows ownership, belonging to whom or to what
5. the state of the atmosphere
6. at that time
9. the number 2
12. to give information
13. contraction meaning who is
14. to go away
15. to lower oneself onto a chair
16. shows ownership, belonging to them
17. to allow, give permission
18. correct, appropriate
19. to go up, move upward
20. to gain information

PART II

DIRECTIONS: Complete each sentence by underlining the correct word.

1. (Its, It's) been raining all day.
2. That house needs (it's, its) windows repaired.
3. Will you (learn, teach) me to macramé?
4. If someone will show me how to macramé, I can (learn, teach) very quickly.
5. Do you (let, leave) your dog lie on the sofa?
6. Please (let, leave) so that I can be alone.
7. Smoke was (rising, raising) from the chimney.
8. We need to (rise, raise) taxes if schools are to survive.
9. Our guest will (sit, set) at the head of the table.
10. Please (sit, set) the vase on the counter.
11. I would rather stay home (then, than) go to that party.
12. First, we'll eat dinner, (then, than) we'll go to the movie.
13. Three years ago I lived (their, there).
14. I really enjoy (their, they're) company.
15. (Their, They're) always ready to help in an emergency.
16. Donna was driving (to, too) the store for groceries.
17. She was driving (to, too) fast.
18. When the policeman saw her, he wrote (too, two) tickets.
19. (Whose, Who's) attending the graduation ceremony?
20. (Whose, Who's) car is that?
21. What was the (weather, whether) like in Florida this week?
22. The decision of (weather, whether) to stay or to leave must be made now.
23. I think that was the (write, right) answer.
24. Please (write, right) all your information down, then call the doctor.
25. These (too, two) exercises were (too, two) long.

OBJECTIVE: To recognize and correct double negatives in sentences

DIRECTIONS: Read the sentences below. Write "C" on the line following a correct sentence. Rewrite incorrect sentences, correcting the double negative.

A double negative is two negative words used when one is sufficient. Some negative words are no, not, none, never, nothing, hardly, scarcely, barely, and but.

EXAMPLE: Wrong: We hadn't barely reached home when it began to rain.

Right: We had barely reached home when it began to rain.
We hadn't reached home when it began to rain.

1. I've never seen nothing like it before.

---

2. I can't help but think it was a creature from another planet, an extra-terrestrial.

---

3. It was so dark that I couldn't see my hand in front of my face.

---

4. I couldn't scarcely believe my eyes.

---

5. One minute there wasn't nothing in the park.

---

6. The next minute, a spaceship came from nowhere.

---

7. Three men came out. They didn't have no eyes or noses.

---

8. I didn't have nothing to do, so I stayed.

---

9. They didn't do nothing at first.

---

10. After a few minutes they couldn't hardly move fast enough.

_____

11. When they went to the phone booth to make a call, they didn't get no answer.

_____

12. Then they tried to get some hamburgers at an all-night stand, but the cashier didn't have no change for a hundred dollar bill.

_____

13. One creature came from nowhere and grabbed my arms.

_____

14. I said that I didn't do nothing to them.

_____

15. He said that he didn't want no talking and began pulling me by the leg.

_____

16. I can't help but pull your leg, too.

_____

OBJECTIVE: To recognize words, phrases, and sentences with parallel structure

PART I

DIRECTIONS: Read the following lists of words and phrases and circle the letter of the one which is not parallel in structure.

EXAMPLE: I.
a. friendly
b. helpful
c. energetic
(d.) with a good sense of humor

II.
a. dancing all night
b. singing songs
(c.) to eat a good meal
d. talking with friends

* *

1.
a. above the table
b. below the shelf
c. under the chair
d. setting it down

2.
a. vicious
b. anxious
c. consequently
d. superstitious

3.
a. slide down the bannister
b. climbed up the stairs
c. jumped into the car
d. walked into a room

4.
a. we're saving our money
b. we're purchasing a car
c. am singing a song
d. we're writing a report

5.
a. it looks golden
b. it seemed crimson
c. it appeared emerald in color
d. it was azure

6.
a. we have driven
b. we have gone
c. we have seen
d. we have to go

7.
a. attentive
b. beautiful
c. intelligently
d. conscientious

8.
a. regally
b. awkward
c. gracefully
d. gaily

9.
a. whenever we can
b. while they wait
c. in the afternoon
d. before he leaves

10.
a. after six o'clock
b. when the alarm sounds
c. before the deadline
d. on schedule

* *

PART II

DIRECTIONS: Circle the letter of the part of the sentence that is not parallel in structure.

EXAMPLE: I need a used car that a) gets good mileage, b) needs no repairs, c) isn't expensive, and (d) whose condition is good.

1. On the front of the house you could see a) peeling paint, b) that the windows were smashed, c) broken shutters, and d) torn curtains.

2. The dog a) jumped out of the car, b) running down the street, c) barked at the child, and d) wagged its tail.

3. I think it's fun a) to swim in a lake, b) to canoe down a river, c) to sing by a fire, and d) riding a horse.

4. He told his girlfriend a) she was the only girl for him, b) that he would love her forever, c) that he would never leave, and d) that he would always be true.

5. The party broke up a) after the food ran out, b) before the fight started, c) when the police arrived, and d) because we all knew that we had to get up early the next morning.

6. The TV newscaster a) was talking about the Middle East, b) reported the price of gold, c) discussed the value of the dollar, and d) announced the level of inflation for the year.

7. The painting was a) old, b) cracked, c) dark colors were mainly used, and d) fragile.

8. My favorite movies are a) westerns, b) comedies, c) mysteries, and d) a good science fiction.

9. On my days off I like a) to shop downtown, b) to go to a movie, c) running in the park, and d) to sleep late.

10. This year I have had parties a) for my friend, b) for my neighbors' anniversary, c) to say farewell to a co-worker, and d) for my family.

* *

PART III

DIRECTIONS: Fill in the blanks with parallel words or phrases.

1. Baseball games are _____, _____, and _____.

2. First she _____, then she _____, and finally she _____.

3. The sky was _____, the clouds were_____, and the sun was _____.

4. Time after time she would _____, _____, and_____ at me.

5. I told my boss that I would neither _____ nor _____ without discussing it with my wife first.

6. For dinner tonight I am planning to prepare _____, _____, and _____.

7. _____, _____, and _____ are my favorite weekend activities.

8. Don't look now, but I see Aaron who is _____, David who is _____, and Jude who is _____.

9. To get to the restaurant go _____ on Madison, _____ on Adams, and _____ on Washington.

10. I told my boss to _____, _____, and _____ before I quit.

PART IV

DIRECTIONS: Read the sentences below and mark "C" under the ones that are correct. Rewrite the ones that are incorrect.

EXAMPLE: Yesterday I went downtown, spent thirty minutes looking for a parking place, and buying a new dress.

Yesterday I went downtown, spent thirty minutes looking for a parking place, and bought a new dress

1. When I saw the robbery in progress, I didn't know whether to run, to hide, or crying.

2. I composed myself, ran to the phone, and dialing 911.

3. They asked me my name, my address, and what my phone number was.

4. They wanted to know what happened, where it happened, and when it happened.

5. I told them that a man with a blue shirt, red pants, and wearing white sneakers was robbing the store.

6. They took all the information, thanked me, and were hanging up.

7. I left the phone booth, run up the street, and looked in the window to see what had happened.

8. Some ladies were standing in a corner, four men were sitting on the floor, and two kids cried.

9. I looked out on the street, flagging the cops, and pointed to the store.

10. The cops looked at each other, pointing to the film directors, and laughed at me.

OBJECTIVE: To recognize errors in the placement of modifying words and phrases

DIRECTIONS: Rewrite the sentences below, placing the modifying phrases closest to what is being described.

EXAMPLE: A man bought that book with a mustache.

A man with a mustache bought that book.

1. My mother-in-law gave us a platter for our first anniversary of silver.

2. The man climbed that steep mountain with one leg.

3. The dog ran down the street with a gold collar.

4. With a leaky bottom, Thomas got into the fishing boat.

5. Julie worked while her dog sat quietly on her knitting.

6. A suit was purchased by that man with pin-stripes.

7. That truck zoomed by as I was riding my bike at 70 miles per hour.

8. The lady ate the hot dog with red hair.

9. The boy for $45.00 bought a ten-speed bike.

10. With a mink wrapped around her shoulders, the cabdriver picked up the lady.

11. Belinda explained how to make an omelet on the phone.

12. The man drove a car with a bald head.

13. Kim was telling me how her brother finished college during lunch.

14. The little girl hid behind the chair in the long dress.

15. The boxes sat on the steel shelves of cardboard.

OBJECTIVE: To identify independent clauses as simple sentences and to use appropriate end punctuation for the four types of sentences

DIRECTIONS: Punctuate each group of words that is a sentence; write NO if the group of words is not a sentence.

EXAMPLE:
A. My husband built this cabinet ___.___
B. Did he work on this alone ___?___
C. Come here ___.___
D. Call an ambulance ___!___
E. Flowers of many sizes and colors ___NO___

1. Summer is my favorite season _____
2. Did you lock the back door _____
3. While we were talking _____
4. Adam often stays away from conflict _____
5. Having a nice time _____
6. Leaving early already _____
7. Diana will be promoted _____
8. Because I trusted you _____
9. Help _____
10. Are they leaving tonight _____
11. Last spring I wanted a very large vegetable garden _____
12. Next year a small garden with a dozen tomato plants and a few green bean plants _____

13. There's a fire in the kitchen _____
14. Ed Nelson, the best welder on the floor _____
15. All wooden houses that I've seen _____
16. Please give this award to Ron _____
17. The baby opened all of the cereal boxes _____
18. We need an ambulance, now _____
19. We need more supplies _____
20. Walking is good exercise _____

OBJECTIVE: To form compound sentences using coordinating conjunctions

---

A COMPOUND SENTENCE is made up of two or more independent clauses joined by a conjunction.

The following are coordinating conjunctions and the ideas that they convey:

and	= addition	or	= choice
but	= contrast	nor	= negative contrast
for	= reason	yet	= contrast
so	= reason		

Some rules for combining independent clauses are:

RULE 1. Short connecting words (the coordinating conjunctions and, but, for, so, or, nor, yet) need a comma before them.

EXAMPLE: Tom wanted to stay at the party, but Lena wanted to leave.

RULE 2. When commas are used in either clause, a semicolon (;) is used before the connecting word.

EXAMPLE: Tom, Carol, and Martha wanted to stay at the party; but Lena wanted to leave.

Lena wanted to leave the party; but Tom, Carol, and Martha wanted to stay.

DIRECTIONS: Complete the sentences below by using an appropriate coordinating conjunction and a comma or semicolon.

1. Are you happy with this gift_____ do you want to exchange it?
2. The traffic was heavy on the expressway_____ we were late for the plane.
3. The books were expensive_____ they were well worth the money.
4. We decided to go swimming_____ it began to rain.
5. Stripping the cabinet was hard work_____ we were happy with the results.
6. I'll have to leave by tomorrow_____ it'll be too late.
7. I don't like the hot summer days in Arizona_____ do I like the cold winter days in Alaska.
8. Sharon wanted to move_____ she couldn't find an apartment that she liked.
9. Carl spent his vacation fishing, hunting, and boating with friends _____ his wife spent her vacation alone.

10. I wrote to Action Line_____ I received a reply today.

11. I wrote to Action Line two weeks ago_____ they haven't replied.

12. In the evening children should wear light-colored clothing, use reflectors on bikes, and obey all traffic rules_____ drivers can easily see them.

13. Sheila made a later appointment_____ she'll still be able to meet us.

14. I don't think he'll make a good candidate_____ he's not familiar with this community's problems.

15. Anthony was bored_____ his wife was enjoying the auction.

OBJECTIVE: To form compound sentences using conjunctive adverbs

DIRECTIONS: Complete each sentence by adding a second complete thought after the connecting word or phrase.

Some conjunctive adverbs and phrases are:

besides	consequently	otherwise	accordingly
moreover	for example	meanwhile	by the way
in fact	nevertheless	furthermore	in addition
however	therefore	as a result	on the other hand

EXAMPLE: We enjoy camping in the summer; however, we don't go very often.

We enjoy camping in the summer; therefore, we don't stay in the city on three-day weekends.

1. I like the climate in Chicago; however, _____

_____

2. The electric company should not have added a late charge to my bill; consequently, _____

3. Do your work slowly and carefully; otherwise, _____

_____

4. Claudia knows she shouldn't spend so much money on clothes; nevertheless,

_____

5. I would like to make an eleven o'clock appointment; furthermore, _____

_____

6. We didn't sleep very well in the new house; as a result, _____

_____

7. In California many citizens boycotted lettuce; meanwhile, _____

_____

8. You may wait for your prescription; on the other hand, _____

_____

9. The snow has melted; in addition, _____

_____

10. Mrs. Dailey was released from the hospital today; therefore, _____

_____

OBJECTIVE: To form compound sentences by applying the four rules of punctuation

---

Rules for combining independent clauses:

RULE 1. Short connecting words (and, but, for, so, or, nor, yet) need a comma before the connecting word.

EXAMPLE: Anita was moving, and we were planning a farewell party. (and)

RULE 2. Longer connecting words or phrases (moreover, consequently, furthermore, on the other hand, meanwhile, etc.) need a semicolon (;) before and a comma (,) after the connector.

EXAMPLE: Anita was moving; therefore, we were planning a farewell party. (therefore)

RULE 3. If no connecting word is used, a semicolon (;) is needed to separate clauses.

EXAMPLE: Anita was moving; we were planning a farewell party. (no connecting word)

RULE 4. When commas are used in either clause, a semicolon (;) is used before the connecting word to separate clauses.

EXAMPLE: Anita was moving; and Carla, Julie, and I were planning a farewell party. (and)

DIRECTIONS: Correctly punctuate sentences using the given connectors.

1. The sailboat crew had not been warned about the storm _____ they would have started coming back to shore immediately. (otherwise)

2. Ben couldn't remember the Burtons' address _____ he knew their phone number. (but)

3. Carmen was a superb artist_____ she was asked to exhibit her work at the city fair. (in fact)

4. Our son's Boy Scout troop collected 3,000 pounds of old newspapers _____ he and the others were given two free days at camp. (therefore)

5. Martin is at fault _____ Kenneth was blamed. (but)

6. This brand-name paint is more expensive _____ it will last longer than the inexpensive brands. (however)

7. Robert had seen that movie four times _____ he would not have been able to remember so many of the lines. (otherwise)

8. Linda divorced her husband _____ he was irresponsible. (for)

9. Juanita organized her work carefully _____ she was always finished early. (as a result)

10. We had two days to finish the job _____ we did it. (and)

11. Sharon monopolizes conversations _____ she is well liked. (nevertheless)

12. We could have won the contest _____ we lost our best singer. (but)

13. Mary will call tomorrow _____ she will come over. (or)

14. I was washing the walls in my kitchen _____ my two-year-old son was drawing crayon pictures on the bedroom walls. (meanwhile)

15. I would like to buy John's air conditioner _____ it's too expensive. (but)

16. Some people aren't interested in local politics _____ only one fifth of the voters elected our alderman. (for example)

17. My daughter wants to work in a hospital after school _____ she wants to start saving for medical school. (no connecting word)

18. I didn't read the contract carefully _____ I'm paying more than I expected for my new furniture. (consequently)

19. I would really like to buy a new stereo set _____ I really need a washing machine. (on the other hand)

20. The clinic is experiencing budget cuts _____ the staff is very worried. (and)

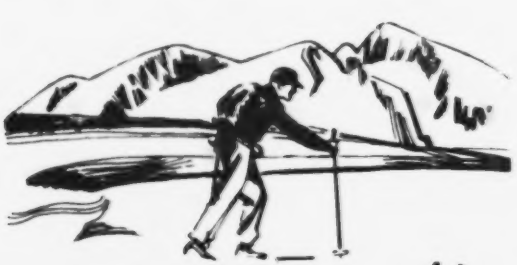
21. The clinic is experiencing budget cuts _____ the staff is very worried. (consequently)

22. The clinic is experiencing budget cuts _____ the staff is very worried. (no connecting word)

23. The child ate a lot of candy _____ he developed many cavities. (therefore)

24. Everything seemed so perfect _____ Collins was still nervous. (yet)

25. The lake was frozen _____ the snowdrifts blocked the roads. (moreover)



OBJECTIVE: To form compound sentences by coordinating the ideas of two sentences

DIRECTIONS: Combine each pair of sentences two different ways to form compound sentences.

EXAMPLE: I wanted to leave early. I was delayed.

A. I wanted to leave early, but I was delayed.
B. I wanted to leave early; however, I was delayed.

1. The construction crew disagreed with the foreman. No one took any action.

   A. _____

   B. _____

2. The construction crew agreed with the foreman. All the workers were willing to strike if necessary.

   A. _____

   B. _____

3. A plane ride is faster. A train trip is more relaxing.

   A. _____

   B. _____

4. The roof needs to be repaired. The windows need to be replaced.

   A. _____

   B. _____

5. Our laundromat is closing. The new one is far away.

   A. _____

   B. _____

6. I enjoy refinishing furniture. I am planning to open my own business.

   A. _____

   B. _____

7. My car has been repaired five times. I keep hoping that each time is the last.

   A. _____

   B. _____

OBJECTIVE: To identify dependent and independent clauses in complex sentences

---

A COMPLEX SENTENCE is made up of one independent clause and one or more dependent clauses.

An INDEPENDENT CLAUSE contains a subject and a predicate and expresses a complete thought. Alone, it would be a simple sentence.

A DEPENDENT CLAUSE contains a subject and a predicate but does not express a complete thought unless it is connected to an independent clause.

Some subordinating conjunctions that introduce dependent clauses are:

after	because	if	that	until	whether
although	before	since	though	when	which
as	how	than	unless	whenever	while

DIRECTIONS: Underline the independent clause once and the dependent clause twice in the following sentences.

EXAMPLE: <u>When I drove to work on Tuesday</u>, <u>I had a full tank of gas</u>.

* *

1. Because I have helped to increase production at my company for two years, I've decided to ask for a promotion.
2. Since my boss is a reasonable man, he agreed to discuss the situation.
3. I got the courage to ask him after I took a course in assertiveness training.
4. Assertiveness training helped me because it taught me to stand up for my rights without hurting others.
5. Since I've taken the course, I've become better at expressing my wants.
6. When you just wish for things to happen, you usually do nothing to help make them happen.
7. If you keep your hopes a secret, no one can help you make them come true.
8. You can tell people about your hopes if you have the courage to act.
9. You take a risk whenever you ask for what you want.
10. There is always a possibility that someone will turn you down.
11. There is the same possibility that someone will help you get what you want.

12. Unless you ask, you will never know.

13. When my boss gets in this morning, I'm going to ask him for that promotion.

14. Because I have done such a good job, I feel that I am qualified to become a section supervisor.

15. Since I started working here, I have completed five courses.

16. I have mastered every machine that is in my section

17. Because I was so nervous, my hands started to shake.

18. After my boss listened to my proposal, he sat back quietly.

19. He agreed that I had been a good worker.

20. Although he didn't have an opening for section supervisor at the time, he promised to consider me in the future.

OBJECTIVE: To identify and punctuate complex sentences

When a dependent clause comes at the beginning of the sentence, a comma is usually used. If it comes at the end of the sentence, no comma is used.

DIRECTIONS: Underline the dependent clauses and add commas where necessary.

EXAMPLE: A. When I got home from work, it was after seven o'clock.
B. It was after seven o'clock when I got home from work.

1. If you organize the file cabinet I will type the address labels.
2. I will type the address labels if you organize the file cabinet.
3. Enclose a self-addressed stamped envelope before you seal the letter.
4. Before you seal the letter enclose a self-addressed stamped envelope.
5. We can go to lunch after I make these phone calls.
6. I have to study when I get home from work.
7. She should not go to that movie because it's R-rated.
8. If Linda would drive we could all go together.
9. As I was walking to work on Monday I found a stray dog.
10. Unless you're really tired let's go to the concert in the park.
11. The typewriter worked perfectly after the repairman left.
12. When I finish making dinner I plan to visit my friend.
13. We cannot go to the roller rink even though we have tickets.
14. Although the traffic was getting heavy we were determined to stay on the expressway.
15. Because fresh flowers were on the table the room looked cheery.
16. When I arrived on my first day of work I was nervous.
17. Because I was new on the job I asked a lot of questions.
18. Jerry gave me on-the-job training since he had the most experience.
19. Although I look much younger I am really forty-five.
20. Until I earn enough money to buy a car I'll have to take the bus to work.

OBJECTIVE: To form complex sentences by combining dependent and independent clauses

DIRECTIONS: Form complex sentences by adding an independent clause in the space provided. Use commas where necessary.

EXAMPLE: When I drove my new car home, I felt like a king.

I wanted to celebrate tonight because I just finished my course.

* *

1. Because I was successful _____

_____

2. _____ whenever John plays basketball.

3. Although I miss my children _____

4. _____ since I've started going to class.

5. While Renee was waiting for the bus _____

_____

6. Before I can sign this contract _____

7. _____ after I told him.

8. If you come with me _____

9. Whenever I see a science fiction movie _____

10. _____ while my neighbor visits.

11. Even though I have work to do _____

12. _____ that works well.

13. _____ while Carla was shopping.

14. Unless Anita buys my car _____

15. Since you borrowed all of my money _____

16. After you move _____

17. _____ while she was waiting for him to come back.

18. _____ which she had given him.

19. Before I would do that _____

20. Until I'm sure _____

OBJECTIVE: To form complex sentences by subordinating ideas

DIRECTIONS: Use the transition word in parentheses to form a dependent clause. Then combine both clauses to form a complex sentence.

EXAMPLE: The little girl is crying. She is lost. (because)

The little girl is crying because she is lost.
(or) Because she is lost, the little girl is crying.

* *

1. Janet spent hours sewing that dress. It still doesn't fit. (although)

_____

2. Our car broke down. We were late for the appointment. (when)

_____

3. Leroy and his father went looking for bait. They are going fishing tomorrow. (because)

_____

4. I'm in a hurry. Everything goes wrong. (whenever)

_____

5. I want to learn all that I can about politics. I intend to run for office next year. (because)

_____

6. This department would run differently. I became supervisor. (if)

_____

7. Joseph was ready for that test. He was very nervous. (even though)

_____

8. Our union representative wants to change these regulations. We should have safer working conditions. (because)

_____

9. We can go out together. We'll have a good time. (if)

_____

10. He is ready. He won't begin. (until)

_____

OBJECTIVE: To recognize simple, compound, and complex sentences

DIRECTIONS: Identify the type of sentence by writing one of the following letters in front of each number: S = simple sentence, C = compound sentence, X = complex sentence.

EXAMPLE:

__S__ 1. It's raining today.

__C__ 2. It's thundering and lightning, and my children are afraid.

__X__ 3. Because lightning hit a power line, there is no electricity.

* *

____ 1. It's been raining hard for a week now.

____ 2. The roads around Dalton are flooded, but the expressways are still passable.

____ 3. If it doesn't stop raining soon, the rivers will overflow.

____ 4. During the week five hundred families have been evacuated.

____ 5. The people will have to stay with friends and relatives, or they will remain in the high school and elementary school gyms.

____ 6. These are the worst rains in Chicago's recorded history.

____ 7. The flooding has claimed seven lives, and the Des Plaines River alone has claimed two.

____ 8. The national weathermen never expected such torrents of rain, nor did the local forecasters predict floods.

____ 9. When a bridge collapsed on the Kennedy Expressway, no one was hurt.

____10. The Kennedy Expressway was closed all day Thursday, but it was reopened the following morning.

____11. Crews worked around the clock in the pouring rain to clear away the debris.

____12. Because the flooding has done so much damage, the federal government has declared Cook, Lake, DuPage, and Will counties disaster areas.

____13. The water is standing four feet deep along Michigan Avenue.

____14. Waves from Lake Michigan have washed away parts of Lake Shore Drive.

____15. City officials think that Chicago can survive this storm, but they ask people to restrict travel to emergencies only.

____16. The national guard has been called out by the governor.

____17. When emergencies like this happen, the people of Chicago help one another.

____18. People with boats carried food to the elderly.

____19. After he heard cries for help, a man swam to rescue a little girl trapped on the roof of a garage.

____20. The little girl was on the roof because she had tried to rescue a kitten.

OBJECTIVE: To distinguish between phrases and clauses in sentences

DIRECTIONS: Identify the underlined parts of each sentence by writing one of the following letters before each number: P = phrase, D = dependent clause, and I = independent clause.

EXAMPLE:

__D__ 1. After I left the party, I went to George's house.

__P__ 2. After I left the party, I went to George's house.

__I__ 3. After I left the party, I went to George's house.

_____ 1. I read the job advertisement in the paper.

_____ 2. I had all of the qualifications that the job required.

_____ 3. I called the personnel office early in the morning.

_____ 4. I made an appointment for the afternoon.

_____ 5. Since I would have to change buses, I left home an hour early.

_____ 6. I wore my dark suit because I knew it wouldn't wrinkle.

_____ 7. When I arrived, the room was full of applicants.

_____ 8. I waited in the office for two hours.

_____ 9. Because they had waited so long, some people left.

_____ 10. A few people smoked cigarettes and paced the floor because they were nervous.

_____ 11. While I waited, I thought about the job.

_____ 12. When the supervisor finally asked to see me, I nervously went into the office.

_____ 13. After I answered his questions, I asked him some of my own.

_____ 14. I wanted to know if there would be opportunities for advancement.

_____ 15. When the interview was completed, we shook hands.

OBJECTIVE: To distinguish between fragments and complete sentences

DIRECTIONS: Write YES if the group of words is a complete sentence. Write NO if it's incomplete.

EXAMPLE:
no A. To the store.
yes B. I am going to the store.
no C. After I go to the store.

_____ 1. I quit school when I was a senior.

_____ 2. The teachers, who just didn't care.

_____ 3. Whether I was alive or dead.

_____ 4. The principal said I would not be able to find a job.

_____ 5. To support myself.

_____ 6. It wasn't easy.

_____ 7. After I applied for ten different jobs.

_____ 8. I decided to join the Navy.

_____ 9. Before I joined the Navy, I wanted to get my GED.

_____10. After I took a review class.

_____11. For two semesters.

_____12. I took the tests and passed them.

_____13. I took basic training.

_____14. At the Great Lakes Naval Training Station.

_____15. We worked from sunrise to sunset every day.

_____16. After we learned to march.

_____17. We learned to hold a rifle.

_____18. Among the different groups of men.

_____19. We competed with different companies of sailors to see which one was best.

_____20. Tomorrow, we leave for San Diego, California.

OBJECTIVE: To recognize and correct run-on sentences

PART I

DIRECTIONS: Write "C" in the blank before the number if the sentence is correct. If it is a run-on sentence, add either a comma or a semi-colon to correct the punctuation.

A run-on sentence is two or more independent clauses incorrectly punctuated.

EXAMPLE: __C__ A. I really wanted to buy a microwave oven, so I read all the consumer magazines I could find.

___B. I asked my friends for information; they all had different opinions.

___1. I had three hundred dollars in savings but I needed two hundred more.

___2. I could buy the microwave on credit or I could wait until I had saved enough money.

___3. A credit purchase would cost $60 but I could take it home tomorrow.

___4. I would earn $10 in interest but I would have to wait three months before I could buy it.

___5. I thought a microwave oven would make cooking easier; it looked so simple.

___6. I went to the store and I asked a lot of questions.

___7. They told me I needed to buy special pots and pans they told me I needed special cooking lessons too.

___8. The cost of the pots and pans and the cost of the lessons made the microwave oven too expensive so I decided not to buy it.

___9. The hidden costs of a purchase can be very expensive; the additional cost of using credit adds to the price as well.

___10. I decided that I didn't need to buy on credit, nor did I really need those pots and pans.

___11. I told my girlfriend not to buy a microwave but she had already bought one.

___12. Now she can't afford to buy food to cook in it and she can't take it back without losing her down payment.

___13. So she sits at home and she reads cookbooks on microwave cooking.

___14. I bring the food on Saturday nights and she cooks it in the oven.

___15. She likes my company on Saturday night but I think she likes to eat my food even more.

PART II

DIRECTIONS: Circle the letter of the answer that best corrects the run-on sentence and expresses the meaning of the sentence most accurately.

EXAMPLE: William Gill has been elected senator and he will move to Washington this month.

a. elected senator; however, he will move
(b.) elected senator; therefore, he will move
c. no change

* *

1. The restaurant was crowded; however, we had to wait for over an hour for our food.

   a. was crowded; but we had to wait
   b. was crowded; consequently, we had to wait
   c. no change

2. We must leave at 3:30 in the morning; then we'll miss the train.

   a. in the morning, but we'll miss the train
   b. in the morning; otherwise, we'll miss the train
   c. no change

3. We wanted to watch the football game, and our TV was broken.

   a. football game, but our TV was broken
   b. football game; then our TV was broken
   c. no change

4. The house was charming and elegantly decorated; moreover, the garden was neat and colorful.

   a. elegantly decorated, however, the garden
   b. elegantly decorated, or the garden
   c. no change

5. All of the evidence seemed to show that Danny was guilty or we believed that he was innocent.

   a. Danny was guilty, so we believed
   b. Danny was guilty; nevertheless, we believed
   c. no change

801, Exercise 1

OBJECTIVE: To identify the general topic from lists of specific words

DIRECTIONS: Place the general topic (one or more words) above each list of words.

EXAMPLE: *Types of Fabric*

velvet
canvas
linen
flannel

I. _____

buses
trains
planes
taxis

II. _____

lemonade
iced tea
coffee
cola
juice

III. _____

cows
lambs
pigs
cats
horses

IV. _____

blues
folk
jazz
rock
swing

V. _____

spider
fly
gnat
mosquito
ant

VI. _____

melons
apples
pears
plums

VII. _____

sofa
chair
bench
love seat

VIII. _____

basketball
baseball
soccer
tennis
football

IX. _____

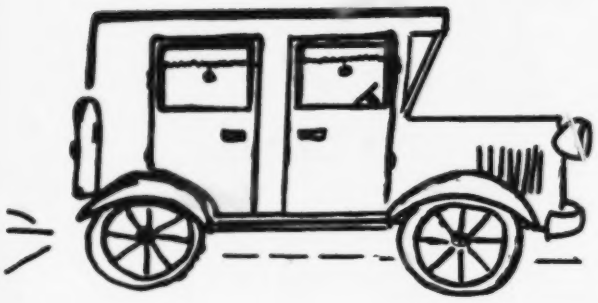
spinach
zucchini
corn
beans
squash

X. _____

sundaes
pies
cakes
cookies

XI. _____

copper
steel
zinc
aluminum



XII. _____

horn
carburetor
brake
oil filter
engine

XIII. _____

shoulders
knees
fingers
eyes
thighs

XIV. _____

mop
broom
dust pan
cloth
bucket

XV. _____

textbooks
pencils
pens
paper
rulers

XVI. _____

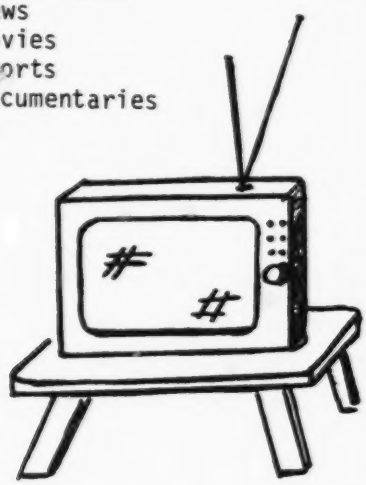
firemen
policemen
mayors
councilmen
aldermen

XVII. _____

magazines
newspapers
paperbacks
novels
comics

XVIII. _____

soap operas
news
movies
sports
documentaries



XIX. _____

beaches
hills
valleys
deserts
mountains

XX. _____

trout
pike
shark
guppy
tuna

54

OBJECTIVE: To identify specific items for general topics

PART I

DIRECTIONS: From the following list choose four specific items that are associated with each general topic.

Mars	football	film	camera	baseball
tennis	~~aqua~~	nervous system	skeleton	flash
dentistry	vaccine	aspirin	continents	musical
mountains	curtain	stage	penicillin	Venus
bake	sauté	braise	~~pink~~	rivers
endocrine system	Earth	lens	Mercury	organs
~~magenta~~	jury	~~maroon~~	prosecutor	engineering
oceans	play	defendant	antibiotic	fry
teaching	soccer	ministry	witness	

EXAMPLE: I. Colors

a. magenta
b. aqua
c. maroon
d. pink

I. PROFESSIONS
a.
b.
c.
d.

II. THEATER
a.
b.
c.
d.

III. MEDICINE
a.
b.
c.
d.

IV. ANATOMY
a.
b.
c.
d.

V. PHOTOGRAPHY
a.
b.
c.
d.

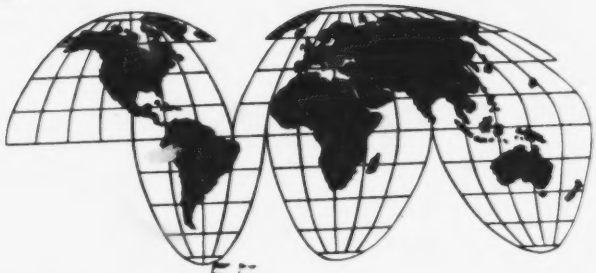
VI. SPORTS
a.
b.
c.
d.

VII. PLANETS
a.
b.
c.
d.

VIII. COURT OF LAW
a.
b.
c.
d.

IX. COOKING METHODS
a.
b.
c.
d.

X. GEOGRAPHY
a.
b.
c.
d.



PART II

chairs	depression	Old Water Tower	precipitation	space flights
Italian	Hinduism	cold front	satellites	recession
oil painting	table	interest	inflation	humidity
symphony	band	charcoal drawing	Confucianism	Bd. of Trade Bldg.
plane	sketch	sofa	orchestra	watercolors
Merchandise Mart	bookcase	German	astronauts	train
rockets	Buddhism	quartet	Japanese	Philippino
high pressure zone	car	Christianity	ship	Wrigley Bldg.

I. FURNITURE
- a.
- b.
- c.
- d.

II. VEHICLES
- a.
- b.
- c.
- d.

III. ECONOMIC TERMS
- a.
- b.
- c.
- d.

IV. ART
- a.
- b.
- c.
- d.

V. CHICAGO LANDMARKS
- a.
- b.
- c.
- d.

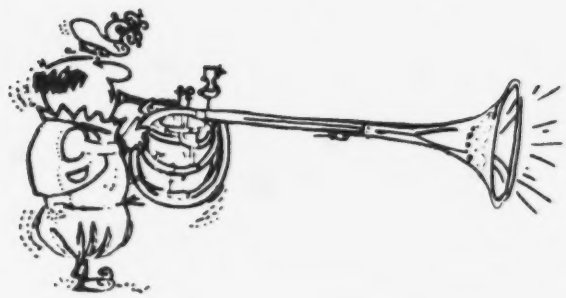
VI. RELIGIONS
- a.
- b.
- c.
- d.

VII. NATIONALITIES
- a.
- b.
- c.
- d.

VIII. WEATHER TERMS
- a.
- b.
- c.
- d.

IX. SPACE EXPLORATION
- a.
- b.
- c.
- d.

X. MUSICAL GROUPS
- a.
- b.
- c.
- d.



OBJECTIVE: To identify items which do not fit within a general topic

DIRECTIONS: First familiarize yourself with names of the general topics. Then look at each group of words and find the specific item that does not belong. Cross out the incorrect item, and write it on the line under the correct general topic.

EXAMPLE:

I. Fruits

A. apples
B. strawberries
C. cherries
D. ~~beans~~
E. bananas

II. Vegetables

A. corn
B. squash
C. ~~bananas~~
D. peas
E. beans

* *

I. Measurement of Length

A. inches
B. miles
C. piano
D. feet
E. _____

II. Cuts of Meat

A. T-bone
B. chuck
C. sirloin
D. post office
E. _____

III. Musical Instruments

A. trumpet
B. pot roast
C. saxaphone
D. drums
E. _____

IV. Currency

A. dollar
B. No Passing Zone
C. franc
D. lira
E. _____

V. Street Signs

A. Burger King
B. Stop
C. Yield
D. School Crossing
E. _____

VI. Public Buildings

A. hot dog
B. City Hall
C. court house
D. police station
E. _____

VII. Containers

A. meters
B. bottles
C. cans
D. boxes
E. _____

VIII. Automobiles

A. Chevrolet
B. Dodge
C. Paris
D. Oldsmobile
E. _____

IX. Weight

A. ton
B. journal
C. kilogram
D. ounce
E. _____

X. Reading Material

A. newspaper
B. magazine
C. lemonade
D. novel
E. _____

XI. Debts

A. invoice
B. mortgage
C. bill
D. peso
E. _____

XII. Cities of the World

A. I.O.U.
B. Moscow
C. London
D. Rome
E. _____

XIII. Beverages

A. milk
B. wine
C. gram
D. cola
E. _____

XIV. Sandwiches

A. submarine
B. hamburger
C. gyros
D. crates
E. _____

XV. Fast Food Restaurants

A. McDonald's
B. Sizzler
C. Wendy's
D. Datsun
E. _____

OBJECTIVE: To identify subheadings for the main headings in a sentence outline

DIRECTIONS: Read all the main headings (I, II, III, and IV). Then choose subheadings from the next page and fill in the blanks. (There are more subheadings than necessary.)

EXAMPLE:

Going on a Diet

I. Plan ahead for your diet.

A. Set a goal of pounds to be lost or gained.
B. Find a healthful, nutritious diet plan.
C. Consult your doctor.

Questions to Ask Before Renting an Apartment

I. Consider the neighborhood before you rent.

A. _____
B. _____
C. _____
D. _____

II. Decide what you need in the apartment or building to live comfortably.

A. _____
B. _____
C. _____
D. _____

III. Read the contract before you sign.

A. _____
B. _____
C. _____
D. _____

IV. Know exactly what you're paying for.

A. _____
B. _____
C. _____
D. _____

1. Are transportation and recreational facilities nearby?
2. Do you need laundry machines in the building?
3. How can you break your lease?
4. Does the price of your rent include utilities?
5. Have you talked to people in the neighborhood?
6. Should you buy a condominium instead of renting?
7. Are the appliances included in the rent?
8. Have you checked all the rental ads in the newspaper?
9. What schools are nearby?
10. Do you need a storage area in the building?
11. Does your rent include a parking space?
12. Are there additional fees to rent such as garbage collection or lobby maintenance?
13. Does the lease state when the rent can be raised?
14. What does the landlord have to do to break a lease?
15. Are neighborhood stores convenient for most of your shopping needs?
16. Do you need a separate dining room?
17. Can you sub-lease your apartment?
18. Do you need air-conditioning?

OBJECTIVE: To complete a topic outline for a reading passage

DIRECTIONS: Read the selection, then fill in the missing portions of the topic outline on the next page.

Buying a New Car

If you are thinking about buying a new car, compare makes and models by doing your homework first. Read all the consumer and automotive magazines you can find. Many of these are available in libraries. Look at government reports on gas mileage and safety features. Make lists of the pros and cons for each make and model. Have these facts and figures firmly in mind before you enter the showroom.

Compare auto dealers the same way you compare cars. Always go to reputable firms. Choose firms that have been in business for several years. Look for ones that have given good service to people you know. Look for dealers who will explain a car's good points and are not afraid to discuss its limitations. They should allow you to drive the car yourself to see how it handles. Reputable dealers will not pressure you into something you don't want. They won't try to convince you to buy a more expensive car, either.

Bargain over the price of a car. Don't be satisfied with the first price quoted to you for either the new car or a trade-in. Make sure you have agreed on the price of the car including all the extras before you sign anything. Many times you agree on the price of the car only to have the price hiked up through extras like pinstripes, special hubcaps, or a cassette player.

Comparison shop for financing. Interest rates through banks, dealers, or finance agencies often differ. Call or visit each one. Find out what all their charges are. In some cases they require insurance policies or add carrying costs to the interest charges. Do not sign anything until you feel you have the lowest total price possible.

Buying a New Car

I. Comparing makes and models

A. Magazines for information

1. consumer magazines
2. _____

B. Information to look for in government reports

1. _____
2. _____

C. Lists of pros and cons for each model

II. _____

A. Reputable firms

B. _____

C. _____

D. Kind of dealers to look for

1. _____
2. _____
3. those who will allow you to drive the car
4. _____
5. _____

III. Bargaining over price

A. Questioning first price quoted

1. _____
2. trade-in

B. Including all the extras in price

IV. _____

A. Interest rates at different places

1. _____
2. _____
3. _____

B. Additional charges

1. _____
2. _____

C. Signing after obtaining the lowest price for everything

OBJECTIVE: To complete a topic outline for a reading passage

DIRECTIONS: Read the passage and then the outline completely. Using information from the structure of the outline, go back to the passage and underline the main headings once and the subheadings twice. (The first paragraph has been underlined for you.) Finally, complete the outline by filling in the blanks.

GED: The High School Equivalency Certificate

The GED is a meaningful test which is accepted by many employers and school systems as proof of high school equivalency. The need for the test began with World War II. During this time, more and more men left school to enlist in the service to fight in the war. The GED Test was developed to provide those people with proof that while they were in the military, they had acquired the general abilities of a high school graduate.

The test format appeals to many different kinds of people. It is written in regular type, Braille, and large print. It is also recorded on audio tape for people who are blind or have certain learning disabilities. The test is also provided in three languages: English, Spanish, and French.

The GED consists of five exams: The Writing Skills Test, the Social Studies Test, the Science Test, the Reading Skills Test, and the Mathematics Test. The Writing Skills Test consists of questions on spelling, punctuation and capitalization, grammar and usage, diction and style, sentence structure, and logic and organization. The Social Studies Test is made up of history, economics, geography, political science, and behavioral science. Biology, earth science, chemistry, and physics are included in the Science Test. The Reading Skills Test examines practical, general, and literary reading. Finally, the Mathematics Test covers arithmetic, geometry, and algebra.

The state of Illinois requires a minimum standard score of 35 for each exam and a total score of 225 for all five exams. This means that a person should average 45 standard points on each test in order to pass. A little more than half the questions on each test must be answered correctly in order to get an average score of 45. Each test is timed. In Cook County, the Writing Skills, Reading Skills, and Mathematics Tests are 60 minutes long. The Social Studies and Science Tests are 90 minutes. The timing may vary in other regions.

Once all the requirements have been met, the goal has been achieved. A GED certificate is then issued.

GED: The High School Equivalency Certificate

I. Need for test began during World War II
   A. Men leaving school to enlist in service
   B. Proof needed by servicemen for acquired skills

II. Test Format
   A. Written
      1. _____
      2. _____
      3. _____
   B. Audio Tape
   C. _____
      1. _____
      2. _____
      3. French

III. Contents of GED Exam
   A. Writing Skills Test
      1. Spelling
      2. Punctuation and capitalization
      3. _____
      4. _____
      5. _____
      6. Logic and organization
   B. Social Studies Test
      1. _____
      2. _____
      3. _____
      4. _____
      5. _____
   C. Science Test
      1. _____
      2. _____
      3. Chemistry
      4. _____

D. _____

1. _____

2. _____

3. Literary reading

E. _____

1. _____

2. _____

3. _____

IV. State of Illinois Requirements

A. Scores

1. 35 point minimum

2. _____

3. 45 point average

B. Timing

1. 60 minutes

a. Writing Skills

b. _____

c. _____

2. 90 minutes

a. _____

b. _____

OBJECTIVE: To identify parts of a paragraph: the topic sentence, the developmental sentences, and the concluding sentence

---

TOPIC SENTENCE: States the main idea of the subject matter covered in the paragraph

DEVELOPMENTAL SENTENCES: Contain examples and details to develop the main idea

CONCLUDING SENTENCE: Summarizes the information in the paragraph

---

DIRECTIONS: Underline the topic sentence and the concluding sentence. Then write at least three examples of developmental sentences that support the main idea of each paragraph.

EXAMPLE: The wagon train was full of activity. The wagon master gave directions to his men on horseback. Other men marched in front of the wagons leading teams of horses. Women sat on the benches holding the reins. Young children sat in the back of the Conestoga wagons so that they would be out of the rays of the burning sun. Older children herded the small animals along. Wagon after wagon the settlers wound their way west through the valley.

Some developmental sentences that support the main idea are:

a. Men marched in front of the wagons leading teams of horses,
b. Women sat on the benches holding the reins.
c. Older children herded the small animals along.

---

1. The burglary took place in only half an hour, but the damage was extensive. The room was a shambles. Chairs were overturned. The bookcases were stripped bare. Their contents were spread across the floor. The tables looked naked without the TV and stereo. A bottle of burgundy wine slowly stained the beige rug. The wind from the open door tossed the sofa's stuffing around the room. The owners were heartbroken when they came home.

Some developmental sentences that support the main idea are:

a. _____

b. _____

c. _____

2. It was that dangerous time of the month again when Mrs. Hammerman had to cash her Social Security check. The old woman looked nervously from side to side as she walked down the street. The sounds from the cars and trucks frightened her. The crowds constantly bumped into her. It seemed as though no one cared about this woman who had lived for over 80 years in the city. She held her purse more tightly against her thin coat and walked faster. At last, she reached her apartment building. Once again she had managed to cash her check and to survive the walk from the bank.

Some developmental sentences that support the main idea are:

a. _____

b. _____

c. _____

3. It was a peaceful scene in the country. The house was serene sitting behind two tall oak trees. The leaves of the trees filtered the light. The shadows fell in lacy patterns across the clapboard siding. Flowers grew in disarray. Two butterflies danced a duet among the roses. A dog lay across the sidewalk watching two children play jacks. A radio played "Summertime, and the livin' is easy...." It seemed as though nothing could disturb this gentle scene.

Some developmental sentences that support the main idea are:

a. _____

b. _____

c. _____

OBJECTIVE: To identify paragraph structure when the topic sentence is at the beginning, middle, or end of the paragraph; and to identify information that is stated or implied in the paragraph

---

The TOPIC SENTENCE is a general statement about the main idea of the paragraph. It can be found at the beginning, middle, or end of the paragraph.

DIRECTIONS: Underline the topic sentence. Check (✓) each statement given or implied in the paragraph.

EXAMPLE: The glass in the shop windows was sparkling. The counter was glittering with new watches and jewelry. The rugs were plush. Even the clock chimed with elegance. <u>The new jewelry store was ready for its opening day</u>. Welcoming signs were hung. Freshly-brewed coffee steamed beside the warm doughnuts. The new owner waited in anticipation for the clock to strike nine.

_____a. It was opening day for a new restaurant.

__✓__b. Someone had recently washed the windows.

__✓__c. The customers would get fresh coffee and doughnuts.

_____d. The store was clean but poorly furnished.

* *

1. The Bible was well-worn by daily use of families long since gone. The binding had separated from the sewn pages years ago. Dog-eared and faded, each fragile page was almost translucent. Faded ink marked the births, deaths, and marriages of family members. Each name was a memory slowly being erased by time.

_____a. The names in this Bible trace the family's births, deaths, and marriages to the present time.

_____b. The family Bible had been rarely used.

_____c. The pages were sewn together.

_____d. No one has used this Bible for a long time.

2. It seemed as though everyone was shouting greetings to one another. Trays clattered as people filled them with hamburgers, salads, pies, and cakes. There was hardly room for a carton of milk. Books were piled high on the tables, under the tables, and on some of the chairs. The cafeteria had come to life after a summer of quiet waiting. Teachers stood at the doors giving warning glances to anyone who might want to start a fight or play a trick. The principal walked down the aisles glancing right and left. He was making certain that everything was running smoothly. The students carried their empty trays to the counters and waited for the sound of the bell.

_____a. The cafeteria is always crowded before Christmas vacation.

_____b. The principal was giving warning glances to anyone who might start a fight.

_____c. The students were excited and friendly.

_____d. The students took their books into the cafeteria.

3. Designers of buildings create space by deciding where the walls and ceilings should go. By choosing the position of rooms and the placement of hallways, they determine how people will move through the building. Once they know how they want the building to look, they draw it precisely on blueprints. The blueprints tell the construction engineer what materials to use and where to place them. Therefore, the architect must be aware of the strengths and weaknesses of the materials as well. An architect has a challenging career with many different responsibilities.

_____a. The position of rooms and the placement of hallways determine how people will move through a building.

_____b. Architects are designers of buildings.

_____c. The construction engineer decides what materials to use by reading the blueprints.

_____d. The construction engineer must draw the building precisely on blueprints.

OBJECTIVE: To identify paragraph structure when the main idea is implied and to identify supporting details

---

The topic sentence is not always stated in a paragraph. The MAIN IDEA can be derived from the information given by the supporting details. In these paragraphs the main idea is implied.

DIRECTIONS: Identify the main idea and the supporting details of each paragraph by circling the letter of the correct answer to each statement.

EXAMPLE: The wind grew cold as the last of the children marched down the path toward the school building. The path was well worn by generations of kids cutting through the empty lot. The path wound around the eternally decaying building to the alley behind the school. The path was mud-packed in the fall, knee deep in snow in the winter, and muddy in the spring. The trash that collected there changed too. Autumn leaves camouflaged the cans and bottles. Winter snows made them beautiful until spring rain revealed them once again. Once a year the path would be cleaned only to make room for the next layer of candy wrappers and beer cans.

1. The statement that best summarizes this paragraph is:

   a. The seasons change.
   (b.) The path changed with the seasons.
   c. The trash that collected there changed.
   d. Spring rains revealed the trash once again.

2. All of the following information was in the paragraph except:

   a. Young children would take short cuts through the empty lot.
   b. The empty lot was close to the school.
   (c.) The empty lot was never cleaned.
   d. The lot had been empty for years.

* *

Kathy was beaming when she left the boss's office. The boss had congratulated her on having been chosen. Singing a tune, she went to her desk to pack up her belongings. She dreamed about how she would spend the extra money she would be getting each month. Even though she would miss her friends here, she looked forward to what she would be doing next.

1. The statement that best summarizes this paragraph is:

   a. Kathy quits her job.
   b. Saying goodbye is difficult.
   c. Kathy accepts a promotion.
   d. Kathy dreams about extra money.

2. All of t e following information was in the paragraph except:

   a. Kathy had several friends in the office.
   b. Kathy's desk was in the boss's office.
   c. Kathy was singing as she packed her belongings.
   d. Other people as well as Kathy had been considered.

The bags were packed and piled in front of the door. The house was swept clean. It looked empty and bare. The few remnants of cardboard and paper were stuffed into a basket. Only the pad by the telephone left any clue about the people who used to live there. Tears stained their friends' faces as they watched the Smith family get into the car and drive away.

3. The statement that best summarizes this paragraph is:

   a. The Smiths are leaving for a vacation.
   b. The empty house is clean.
   c. The pad by the phone leaves a clue.
   d. The Smiths are moving away.

4. All of the following information was in the paragraph except:

   a. The empty house had been swept clean.
   b. The Smiths were crying as they left.
   c. The bags were piled in front of the door.
   d. Cardboard was stuffed into the basket.

Two girls sat by the side of the road holding their heads in their hands. Their faces were pale except where the blood was flowing from open cuts. An older man and woman stood nearby. The flashing red light from the police car lit their faces. They looked scared and worried. They had to step over the wreckage of the car to get to their daughters.

5. The statement that best summarizes this paragraph is:

   a. The storm caused an accident.
   b. A car accident is a frightening experience.
   c. A family gets stopped by the police.
   d. Hitch-hiking is dangerous.

6. All of the following information was in the paragraph except:

   a. An older man and woman were hurt at the accident.
   b. The girls' parents were at the scene of the accident.
   c. The flashing red light was from a police car.
   d. The accident happened at night.

OBJECTIVE: To identify and write paragraphs with description as their purpose

PART I

Description in a paragraph is like a picture painted using words. Examples of description would be the words or phrases that provide a clear visual picture of the subject.

DIRECTIONS: Identify the subject being described in each paragraph below. Then list at least four examples of description.

EXAMPLE: Paint peeled off the wooden boards of the porch revealing four shades of faded blue. The railing wobbled in the wind and the third step gaped open. Three broken flower pots sat wearily on the edge of the porch with dried geraniums leaning sadly over the crusted soil.

SUBJECT BEING DESCRIBED: Porch

DESCRIPTION: a. peeled paint revealing four shades of faded blue

b. railing wobbling in the wind

c. third step gaping open

d. broken flower pots on the edge of the porch

* *

1. The crowds rushed through the gates. Children were shouting and laughing as they ran around the amusement park. Teenagers and the braver adults were anxiously standing in lines waiting for the death-defying roller coaster rides. People were glowing with excitement as they tried to decide which ride they would attempt first. Even parents' eyes sparkled as they looked at the seemingly endless possibilities of thrills. Couples waited expectantly for the right moment to hold each other tightly. Who could not share the joy of Sylvester the Cat or Bugs Bunny as they walked through Great America?

SUBJECT BEING DESCRIBED: _____

DESCRIPTION: a. _____

b. _____

c. _____

d. _____

2. This surely was a work of art. Red lacquered bowls were filled to the brim with snow white rice. Small matching bowls were inverted over the top to keep the rice warm. At the end of the meal they would be used to serve a delicate fish soup. Blue and white porcelain cups waited for the green tea that was steeping in the clay teapot placed in the center of the table. Hand carved chopsticks rested on china holders so the tips wouldn't touch the table. Next to the low table was a wok on a hotplate. It was surrounded with vegetables and thinly sliced meat which would be used to make sukiyaki. The cushions were carefully arranged around the table. There would be one for each member of the family. Su Linn felt that this would be the best dinner she had ever prepared.

SUBJECT BEING DESCRIBED: _____

DESCRIPTION: a. _____

b. _____

c. _____

d. _____

3. The shoes were old. The heels were worn on the outside edge. They reflected the ungainly gait of their owner. Shoelaces were thin from use and knotted here and there where they had been broken. Mud and oil stained the leather. Grooves creased the toes and heels leaving dark lines of age. A tongue hung listlessly out the side of one of the shoes. Even the soles were lifeless.

SUBJECT BEING DESCRIBED: _____

DESCRIPTION: a. _____

b. _____

c. _____

d. _____

4. The opening of the cave was small. It belied the size of the interior. Covering the damp walls was a thick carpet of moss. The floor of the cave was rough and rocky in some areas and smooth in others. In the corner a ring of rocks encircled the embers of a dying fire. The smoke of the fire slowly twisted up into the air and out through a small break in the roof. Two tunnels led out from the main room. One turned to the east and the other turned to the west. The high-pitched squeal of bats echoed from one of the tunnels. while invisible animals scurried to and fro on the ground. A trickle of water seeped from behind a rock to form a miniature stream down the center of this cave.

SUBJECT BEING DESCRIBED: _____

DESCRIPTION: a. _____

b. _____

c. _____

d. _____

PART II

DIRECTIONS: Choose a topic from the given list or use your own topic. Write at least one descriptive paragraph that meets the standards listed below.

LIST OF SUGGESTED TOPICS FOR DESCRIPTIVE PARAGRAPHS

The First Day I Walked into Class	The Park on a Winter Day
My Friend's Apartment	My Daughter/Son
Our School Building	A Room in My House
A House I Remember from Childhood	The Building at the Corner
A Newborn Baby	My First Car
A Three Year Old Child	A Bus Ride
Downtown	Lake Michigan on a Summer Day
Fresh Strawberries	Lake Michigan on a Winter Day
Freshly Baked Cookies	A Walk Down My Street
My Favorite Dinner	A Flower Garden
The Woman at the Grocery Store	My Neighbor's Teenager
My Favorite TV Show	My Favorite Movie

In order to qualify as a completed paragraph, it must meet the following minimum standards:

1. no fragments
2. no run-on sentences
3. no spelling errors
4. appropriate capitalization and punctuation
5. unity of topic (all sentences must relate to the main idea)

➤ If a paragraph has errors, just keep rewriting it until it meets all of the requirements listed above.

- -

Note: It might be helpful to begin a Paragraph Notebook using a folder which can have paper added to it. All of the paragraphs you write can be kept there so that you can check on the progress you're making.

OBJECTIVE: To identify and accurately write definitions in sentences and paragraphs

* *

Apply the following rules when writing definitions.

1. Identify the item being defined according to what it is: a feeling, an action, an object, a place, a time, etc.

   (NEVER use the word that is being defined as part of the definition.)

   WRONG: ANGER is when you're angry about someone or something.
   CORRECT: ANGER is <u>a strong feeling of hostility</u> about someone or something.

2. Identify the item according to how it differs from other similar things.

   WRONG: A DRESSER is what is used for bedroom furniture.
   CORRECT: A DRESSER is <u>a bedroom chest with drawers</u>.

3. Avoid vague or general words in the definition.

   WRONG: GOSSIPING is when someone is talking about others.
   CORRECT: GOSSIPING is <u>the act of spreading rumors about others when they're not there to defend themselves</u>.

4. Don't begin definitions with the following terms: is where, is when, is what, is to be, etc.

   WRONG: FAMOUS is to be well-known.
   CORRECT: FAMOUS is <u>a description of a reputation that is well-known</u>.

* *

<u>PART I</u>

DIRECTIONS: These sentence definitions are poorly written. Rewrite each definition so that the item being defined is clearly identified. A dictionary may be used.

1. A GRADUATION is when someone graduates.

   _____

2. A DESERT is where there is only sand.

   _____

3. A SWEATER is what you wear when it's cold out.

   _____

4. An ENCYCLOPEDIA is what many books in a set are.

   _____

5. A VACATION is where people go to rest or to be entertained.

_____

6. An EDITORIAL is where an editor writes in the newspaper.

_____

7. An ENEMY is what a person you're fighting with is.

_____

8. PATIENCE is to be patient.

_____

9. MIDNIGHT is when the clock strikes twelve o'clock at night.

_____

10. A TELEPHONE is what you can use to call people.

_____

* *

PART II

DIRECTIONS: Write sentence definitions for the following words:

1. great grandfather _____
2. earthquake _____
3. fraternal twins _____
4. dusk _____
5. friend _____
6. peninsula _____
7. fashion _____
8. concert _____
9. typewriter _____
10. miniature _____

PART III

DIRECTIONS: Identify the subject that is being defined in each paragraph below. Then list at least three examples that give information about the subject.

EXAMPLE: A curriculum is a guide which directs the order of the lessons presented in a classroom. A curriculum should introduce simple ideas first and complex ones next. It should proceed from concrete ideas to abstract ones. A curriculum should include learning objectives and sample lessons. It should recommend texts to supplement the lessons. In addition, it should recommend possible methods for teaching the lessons.

SUBJECT BEING DEFINED: CURRICULUM

DETAILS USED TO DEFINE THE SUBJECT:

a. guide which directs the order in which materials are presented in a classroom

b. ideas are introduced from simple to complex ones

c. contains learning objectives, sample lessons, texts

1. SLR stands for single lens reflex. These initials represent a particular kind of lightweight camera. It allows the photographer to see exactly the same scene that the lens of the camera sees. Light enters the camera through the lens and strikes a mirror which stands in front of the film. The mirror reflects the light to the viewfinder. When the photographer is satisfied with the composition of the picture, he presses the shutter release. Within a fraction of a second the lens opens and simultaneously the mirror folds up and the film is exposed to the light. The SLR is the type of camera used by most professional news photographers because it's portable and accurate.

SUBJECT BEING DEFINED: _____

DETAILS USED TO DEFINE THE SUBJECT:

a. _____

b. _____

c. _____

2. Before giving you a loan, a bank needs to determine your credit rating. A credit rating helps the banker decide whether or not you will be able to pay back the loan. The credit rating is based on five factors. First, it is based on your reputation. It examines your financial history and what other people think of you. Second, a credit rating determines if you earn or have enough money to pay back the loan. Third, it includes whether or not you own property that could be turned into money if you didn't pay back the loan. Fourth, it takes into account property which you can put as security for the loan. Last, the credit rating considers other factors affecting your ability to pay. This would include, for example, whether your company was likely to lay off workers in the near future. All these factors are taken together to determine your credit rating.

SUBJECT BEING DEFINED: _____

DETAILS USED TO DEFINE THE SUBJECT:

a. _____

b. _____

c. _____

3. Word processing is computerized typing. Every model of a word processor is slightly different, but they all follow the same principles. The actual typing is done on a keyboard. It looks very similar to a typewriter except it has a few additional keys. The typing is first printed on a monitor or TV set instead of a sheet of paper. When the typing is completed, it can be proofread on the TV screen. Special control keys on the typewriter send messages to the computer. It tells the computer to change words, correct spelling, insert phrases, and move sentences. When the typing is exact, it is sent to the printer. Then orders are sent through the computer to describe the format of the typing. This marks where the margins should be and how far apart the lines should be. After it is printed, if it doesn't look right, the format can be changed without retyping the paper. Finally, the typing can be saved on a disc, which looks like a 45 rpm record, and can be used at a later time.

SUBJECT BEING DEFINED: _____

DETAILS USED TO DEFINE THE SUBJECT:

a. _____

b. _____

c. _____

4. Chiaroscuro is an art term. It is made up of two Italian words meaning light and dark. In paintings and drawings the artist defines objects through highlight and shadow. Sources of light determine where those highlights and shadows will fall. Sources of light can be from the sun outdoors, from a window inside a room, or from a candle. Each source has a different intensity. The intensity affects how bright the highlights will be and how dark the shadows will be. This in turn will change the colors the artists use. The colors will be brighter when the light is strong and darker when the light is weak. It will also affect the direction of the shadows as they fall against surrounding objects. How long and how large the shadows are depend upon how much light is shown in the painting. Chiaroscuro is as important to paintings as are colors and composition.

SUBJECT BEING DEFINED: _____

DETAILS USED TO DEFINE THE SUBJECT:

a. _____

_____

b. _____

_____

c. _____

_____

5. A seiche (pronounced saysh) is a long, low wave. It occurs in the shallow waters of lakes or bays. It usually occurs over and above the normal small waves that appear on the water. Seiches can be as small as two inches high or as high as ten feet. They are usually caused by combinations of high winds, earthquakes, or sudden changes in air pressure. On June 26, 1954, a seiche occurred in Lake Michigan. From Whiting, Indiana to Waukegan, Illinois, a ten foot wave crested over 25 miles of shoreline. Eight people drowned as a result.

SUBJECT BEING DEFINED: _____

DETAILS USED TO DEFINE THE SUBJECT:

a. _____

b. _____

c. _____

PART IV

A DEFINITION PARAGRAPH can explain a subject in the following ways:

a. tell what something is

b. tell how something works

DIRECTIONS: Choose a topic from the given list or use your own topic. Write at least one definition paragraph that meets the standards listed below.

LIST OF SUGGESTED TOPICS FOR DEFINITION PARAGRAPHS

A Dictionary	A Student
A Library	An Interview
Friendship	A Tornado
Love	A Hurricane
Personality	The EPA
Attraction	The IRS
Economics	An Extrovert
Psychology	An Egocentric Person
Geology	Phobias
An Ophthalmologist	A Pediatrician
A Quarterback	A Computer Programmer
An Engineer	An Archaeologist

In order to qualify as a completed paragraph, it must meet the following minimum standards:

1. no fragments
2. no run-on sentences
3. no spelling errors
4. appropriate capitalization and punctuation
5. unity of topic (all sentences must relate to the main idea)

➤ If a paragraph has errors, just keep rewriting it until it meets all of the requirements listed above.

- -

Note: The Paragraph Notebook may be used for these paragraphs also.

802, Exercise 1

OBJECTIVE: To identify chronological sequence

DIRECTIONS: Read the sentences below. Then answer the questions by writing either BEFORE or AFTER on the line provided.

EXAMPLE: The man stirred the paint before he began painting.

Did the man begin painting before or after he stirred the paint? AFTER

1. Although most of the audience was seated when the curtain went up, several people came in during the first act.

   Were several people seated before or after the curtain rose? _____

2. Just before Ralph closed the store for the night, he swept the floors and counted the money.

   Did Ralph count the money before or after the store closed? _____

3. After Joan got out of the car, her purse fell on the sidewalk.

   Did her purse fall before or after she got out of the car? _____

4. As soon as Sara finished washing the walls, she began to prepare dinner.

   Did Sara prepare dinner before or after she washed the walls? _____

5. The baby smiled at the new toy, then crawled around it.

   Did the baby crawl around the toy before or after he smiled at it? _____

6. Whenever Van watches TV, he gets a Coke then sits down.

   Does Van get a Coke before or after he sits down to watch TV? _____

7. Once Jane got to the store, she realized she had left her money at home.

   Did she miss her money before or after she got to the store? _____

8. Since Marilyn went to the doctor, she says she's not as tired as she used to be.

   Was Marilyn more tired before or after she went to the doctor? _____

9. Until the students are really prepared, they should not register for the GED Test.

   Should the students register for the GED Test before or after they are prepared? _____

10. After reading her science passages, Allison did her math exercises, and finally wrote her English assignment.

    Did Allison read her science passages before or after her math exercises? _____

    Did Allison write her English assignment before or after her math exercises? _____

11. When Mr. Materno got to work, he punched in on the time clock, said hello to his friends, then went to his station.

    Did Mr. Materno punch in before or after he said hello to his friends? _____

    Did Mr. Materno go to his station before or after he said hello to his friends? _____

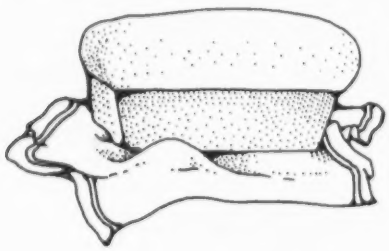
12. While Mrs. Rogge waited for the bread to bake, she read a magazine, then sewed a button on a shirt.

    Did Mrs. Rogge sew a button on a shirt before or after she read a magazine?

    _____

    Did Mrs. Rogge read the magazine before or after the bread was ready to eat?

    _____



OBJECTIVE: To identify chronological sequence

PART I

DIRECTIONS: Identify the activity and write it in the blank, then number the actions in the most logical order.

EXAMPLE: A. Cooking

4 Serve the food
2 Find the ingredients
1 Read the recipe
3 Prepare the food

1. _____

_____ Go to the store
_____ Make a list
_____ Pay cashier
_____ Put coupons for items on the list in purse
_____ Select items in store

2. _____

_____ Fill out check
_____ Get receipt
_____ Take merchandise home
_____ Give identification and check to cashier

3. _____

_____ Dial 411
_____ Dial the number you need
_____ Can't find number you need in phone book
_____ Write down the number the Information Operator gives you

4. _____

_____ Get dressed
_____ Alarm goes off
_____ Arrive at work
_____ Catch the bus

5. _____

_____ Dental Assistant calls your name
_____ Check in with receptionist
_____ See the dentist
_____ Read a magazine in waiting room
_____ Pay your bill

6. _____

_____ Fill out an application form
_____ See a job want-ad
_____ Accept the job
_____ Interview for the job

7. _____

_____ Have dinner during the flight
_____ Get on board
_____ Make airplane reservation
_____ Reach your destination

8. _____

_____ Let the car idle for a minute
_____ Start ignition
_____ Merge into traffic
_____ Unlock the car

9. _____

_____ Buy a movie ticket
_____ Take your seat as the movie begins
_____ Choose a movie
_____ Buy popcorn in the lobby

10. _____

_____ See a flashing red light in rear view mirror
_____ Officer gives you a speeding ticket
_____ Pull over to the side of the road
_____ Drive too fast on the Edens Expressway

OBJECTIVE: To develop paragraphs using chronological sequencing

PART II

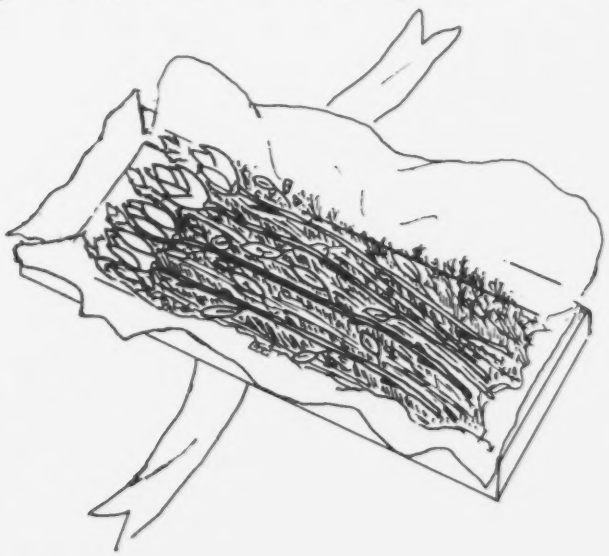
Paragraphs using CHRONOLOGICAL SEQUENCE explain a topic according to the time events happened or the order in which they happened.

Some words that indicate chronological sequence are:

starting	next	finally	first	afterward
during	while	meanwhile	second	presently
earlier	later	now	third	immediately
lastly	then	before	fourth	eventually

EXAMPLE:

Ted wanted to plan a special evening for his girlfriend. First, he ordered flowers to be delivered just before their date. Second, he made reservations at their favorite restaurant. Next, he reserved a horse and buggy ride through Lincoln Park. Meanwhile, he kept calling the jeweler to see if the ring was ready. He had decided that this was the night he would ask her to marry him.



DIRECTIONS: Write at least one paragraph that uses chronological sequencing for its development. The topics listed below may be used.

LIST OF SUGGESTED TOPICS FOR PARAGRAPHS USING CHRONOLOGICAL SEQUENCE

Preparing for Work	Shopping for Food	Preparing for a Job Interview
Packing for a Trip	Baking a Cake	Moving into a New Apartment
Changing a Tire	Bathing a Newborn Baby	Learning How to..... (Knit, Drive, Bowl, etc.)

In order to qualify as a completed paragraph, it must meet the following minimum standards:

1. no fragments
2. no run-on sentences
3. no spelling errors
4. appropriate capitalization and punctuation
5. unity of topic (all sentences must relate to the main idea)

➤ If a paragraph has errors, just keep rewriting it until it meets all of the requirements listed above.

OBJECTIVE: To identify sequence in spatial relationships

PART I

DIRECTIONS: Read the following short paragraphs. Draw a representation of the objects and their relationship, then list them in the correct order.

EXAMPLE: The knife was on the right of the plate. The spoon was to the right of the knife. The fork was on the opposite side of the plate. List the tableware from left to right.

1. fork
2. plate
3. knife
4. spoon

1. The reading book was next to the writing book. The science book was between the writing book and the social studies book. On the other side of the social studies book was the math book. List the books from the reading book to the math book.

1.
2.
3.
4.
5.

2. The jewelry store was between the grocery store and the drugstore. The shoe shop was on the right side of the drugstore. Next to the grocery store was a children's shop. List the stores in order from the children's shop to the shoe store.

1.
2.
3.
4.
5.

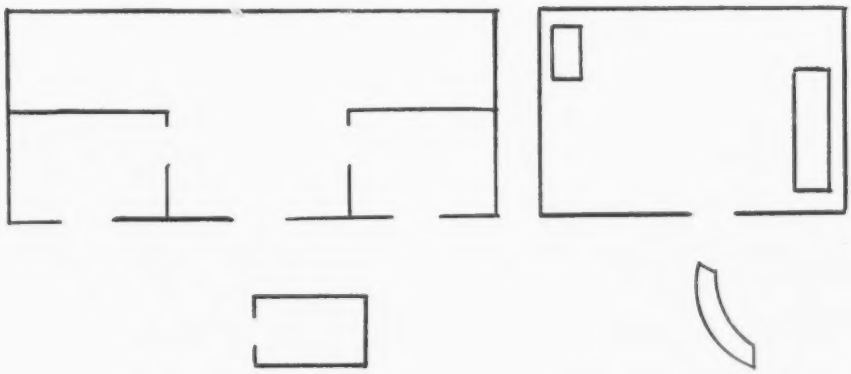
3. The lady with a hat stood in front of the bald-headed man and behind the man carrying the briefcase. In front of him was the first person in line, a beautiful brunette. A blonde woman stood between a handsome young man and the bald-headed man. List all the people standing in line from the first to the last.

1.
2.
3.
4.
5.
6.

4. The garbage truck sat at the corner. Between the truck and the red car was an old jeep. A blue hatchback was between the red car and a tow truck which was parked next to the fire hydrant. List the autos and trucks from the corner to the fire hydrant.

1.
2.
3.
4.
5.

5. Inside the department store is an insurance office on the left and a shoe repair store on the right. On the right of the department store is a drugstore. Inside the drugstore is a key machine counter on the left and a candy counter on the right. Just outside the department store is a film development shop and in front of the drugstore is a flower stand. Label the diagram below.



OBJECTIVE: To develop paragraphs using spatial sequencing

PART II

Paragraphs using SPATIAL SEQUENCE describe people or objects according to their location in relationship to other things.

Some words that indicate spatial sequence are:

above	beyond	left	out
before	down	near	over
behind	far from	next to	right
below	in	on	under
between	in front of	on top of	up

EXAMPLE:

Alonzo's disappearance was a mystery to everyone. Detective Jones was intrigued. She stood in the doorway looking over the quiet room. By the wall to the right she could see three long wooden shelves. On one side was a record player with about ten record albums neatly stacked on the shelf underneath. On the other side were three books on astrology. Above the books, centered on the wall, hung a poster of the astrological signs. Detective Jones walked closer. Next to the books, on the top shelf, lay Alonzo's personal astrological chart. She looked at the bottom of the chart for that day's prediction. It forecasted a day of lucky winnings in a warm place. Under the chart was an empty envelope. It had been used to hold a plane ticket to Las Vegas. Detective Jones smiled. The mystery was solved!

DIRECTIONS: Write at least one paragraph that uses spatial sequencing for its development. The topics listed below may be used.

LIST OF SUGGESTED TOPICS FOR PARAGRAPHS USING SPATIAL SEQUENCE

Directions to a Friend's House

A Collection of Seashells on a Shelf

The Inside of an Office (Grocery Store, etc.)

Description of a Telephone

Toys in a Child's Room

A Busy Kitchen

A Home-Sewing Project

The Apartment on Moving Day

In order to qualify as a completed paragraph, it must meet the following minimum standards:

1. no fragments
2. no run-on sentences
3. no spelling errors
4. appropriate capitalization and punctuation
5. unity of topic (all sentences must relate to the main idea)

➤ If a paragraph has errors, just keep rewriting it until it meets all of the requirements listed above.

OBJECTIVE: To identify cause and effect relationships

PART I

DIRECTIONS: List at least three possible causes for each effect given.

EXAMPLE:
Faulty wiring
Oil too hot on a stove
Lightning
could cause a fire.

1. _____
_____ could cause someone to return to school.
_____

2. _____
_____ could cause someone to win a trophy.
_____

3. _____
_____ could break a dish.
_____

4. _____
_____ could cause someone to win an election.
_____

5. _____
_____ could cause someone to fall down.
_____

6. _____
_____ could make someone buy a new car.
_____

7. _____

_____ could make a child sleepy.

_____

8. _____

_____ could cause someone to get a promotion.

_____

9. _____

_____ could cause someone to look for a new apartment.

_____

10. _____

_____ could make retirement a happy experience.

_____

PART II

DIRECTIONS: List at least two possible effects from each cause given below.

EXAMPLE: The blizzard came so suddenly, that it resulted in stalled cars and stranded motorists.

1. The bright flash of lightning caused _____

_____

2. The leak in the window resulted in _____

_____

3. The sight of the knife caused _____

_____

4. The smell of cooking caused _____

_____

5. The compliment resulted in _____

_____

6. The delayed appointment caused _____

_____

7. My staying in this class will result in _____

_____

8. The results of the salesperson's presentation are _____

_____

9. The unexpected warm weather caused _____

_____

10. The results of the firemen's quick action were _____

_____

OBJECTIVE: To identify cause and effect in paragraphs

PART I

DIRECTIONS: Read the following paragraphs. Place the letter of the correct cause in front of each sentence. Choose your answers from the choices given.

EXAMPLE: The wiring was faulty. Because it was old, sparks flew whenever the switch was turned. The sparks caught the old, dry wallboard on fire.

c 1. Why did sparks fly?
a 2. What caught the wallboard on fire?
b 3. Why didn't anyone fix the wiring?

a. Sparks
b. Doesn't say
c. The wiring was old and faulty.

Selection A

The rain shower wet the pavement. It was the first rain of any kind in a month. Unfortunately, it was not heavy enough to wash the roads. Instead it only made them slippery.

Frankie had put off buying new tires for her car. She hoped that the ones she had would last until winter. They really weren't bald. They were just smooth in spots.

Joe was angry. Whenever he became angry, he would get in his Trans Am and drive as fast as he could. As Joe was speeding down the Dan Ryan, Frankie was merging into traffic. She didn't see Joe as she pulled into his lane. By the time she braked, it was too late. Her car skidded into Joe's, destroying the entire right side of his car.

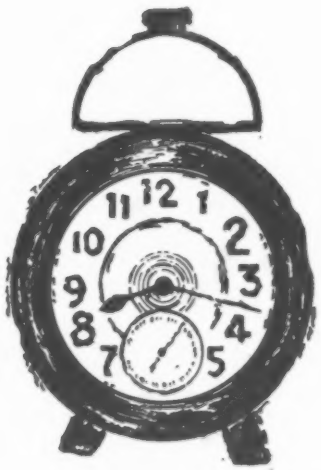
_____1. What caused the slippery roads?
_____2. Why was Joe speeding?
_____3. Why did Frankie's car skid?
_____4. Why was Joe angry?
_____5. Why was the right side of Joe's car destroyed?

a. Bald tires
b. Doesn't say
c. He was angry
d. The rain shower
e. Frankie's car crashed into Joe's car

SELECTION B

Because John forgot to set the alarm, he missed the 7:45 bus. As a result, he had to wait on the corner in the wind and snow for half an hour to catch the next bus. Consequently, he caught a cold. Because he didn't take care of the cold it developed into pneumonia. Thus, he spent the next month at home. He was, therefore, home listening to the radio when the station announced a $10,000 jackpot for a quiz. Since he knew the answer, he mailed it in on a card.

Three weeks later, they announced his name as a winner! All this happened because he forgot to set his alarm clock.



_____ 1. Why was John late for the bus?

_____ 2. Why did he catch cold?

_____ 3. Why did the cold develop into pneumonia?

_____ 4. Why did he mail in the card to the radio station?

_____ 5. Why did John spend a month at home?

a. He knew the answer to the radio quiz.

b. He didn't take care of his cold.

c. He had to wait for the bus in the wind and snow.

d. He developed pneumonia.

e. He didn't set the alarm.

OBJECTIVE: To develop paragraphs using cause and effect

PART II

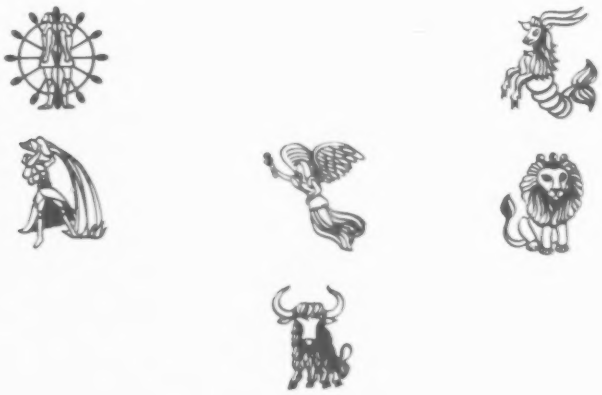
Paragraphs using CAUSE AND EFFECT explain a topic by relating events according to how they affect each other.

Some words that indicate cause and effect in relationships are:

as a consequence	hence	so	when
as a result	henceforth	that is	whenever
because	if	therefore	
consequently	it follows that	thus	
for this reason	since	unless	

EXAMPLE:

Gabrielle Atwood was a serious believer of astrological forecasts. This is why she paid $45.00 for her latest chart. Therefore, on the morning of April 19, because her chart had predicted a day filled with disaster, Gabrielle made up her mind to stay in bed. When her children learned of their mother's decision they decided to make breakfast for her. As a consequence, the kitchen quickly became an unbelievable mess. For this reason, the children closed the kitchen door very quietly and escaped to their mother's room with the breakfast. Since they came in so unexpectedly, Gabrielle jumped up just as the tray was being put on her bed. Her left arm swung under the tray. Most of the breakfast went flying toward the ceiling while the coffee cup headed across the room and out the open window. When the coffee-drenched mail carrier stomped into the apartment, Gabrielle vowed henceforth never to pay $45.00 for a chart again.



DIRECTIONS: Write at least one paragraph that uses cause and effect relationships for its development. The topics listed below may be used.

LIST OF SUGGESTED TOPICS FOR PARAGRAPHS USING CAUSE AND EFFECT

Starting a Stick-Shift Car

Why Some People Become Vegetarians

An Angry Child in a Toy Store

Why Men Should (or Shouldn't) Share Equally in Household Responsibilities

Why Good Nutrition is Important During Pregnancy

Why Labor Unions Help (or Don't Help) Workers

Why Television Programs Influence (or Don't Influence) Teenagers' Behavior

How an Elevator Works

In order to qualify as a completed paragraph, it must meet the following minimum standards:

1. no fragments
2. no run-on sentences
3. no spelling errors
4. appropriate capitalization and punctuation
5. unity of topic (all sentences must relate to the main idea)

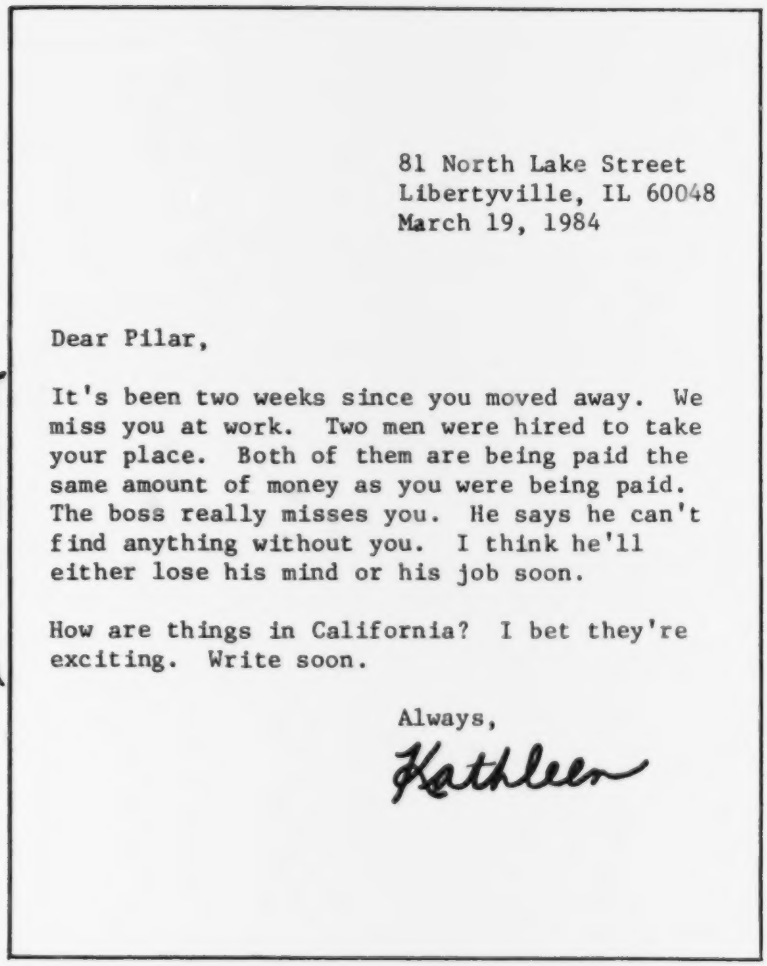
➤ If a paragraph has errors, just keep rewriting it until it meets all of the requirements listed above.

OBJECTIVE: To identify parts of an informal letter

PART I

The five parts of an informal letter are identified on the lines below.

EXAMPLE:


81 North Lake Street
Libertyville, IL 60048
March 19, 1984
1. HEADING
2. SALUTATION
Dear Pilar,
3. BODY
It's been two weeks since you moved away. We miss you at work. Two men were hired to take your place. Both of them are being paid the same amount of money as you were being paid. The boss really misses you. He says he can't find anything without you. I think he'll either lose his mind or his job soon.
How are things in California? I bet they're exciting. Write soon.
Always,
Kathleen
4. CLOSING
5. SIGNATURE

DIRECTIONS: Write the five parts of an informal letter on the lines below.

Box 742
Exeter, NH 03833
April 14, 1984

1. _____

2. _____

Dear Mrs. Francesa,

Thank you for taking the time to show me around Chicago last week. Your city is full of wonders for a small-town person like me. I especially enjoyed our tour of the Art Institute and shopping for a poster. If you are ever in my part of the country, I would enjoy sharing our mountain scenery with you. Let's keep in touch!

3. _____

Sincerely,

Mary Lynne

4. _____

5. _____

OBJECTIVE: To develop informal letters

DIRECTIONS: Write at least one informal letter using an appropriate format.

PART II

* * * * * * * * * * * * * * * * * * * *

LIST OF SUGGESTED TOPICS FOR INFORMAL LETTERS

Thanking a friend or relative for a special gift (birthday, shower, wedding, anniversary, etc.)

Thanking friends or relatives for their hospitality after you have stayed at their home overnight or longer

Inviting an out-of-town friend for a visit

Inviting friends for a special party to be held at a restaurant

* * * * * * * * * * * * * * * * * * * *

An informal letter should meet the following minimum standards:

1. neatness of appearance and writing
2. approximately equal margins for top and bottom as well as for both sides of the page
3. all five parts of an informal letter
   a. heading
   b. salutation
   c. body
   d. closing
   e. signature
4. appropriate sentence structure and usage
5. all important dates, times, and addresses wherever necessary

OBJECTIVE: To identify errors in punctuation and capitalization in various parts of an informal letter

DIRECTIONS: Below are examples of the heading, salutation, and closing of various informal letters. Proofread them for errors in punctuation, capitalization, and order. Write any necessary corrections on the lines.

EXAMPLE: Yours Truly, Yours truly

---

1. Dear Fred: _____
2. Sincerely yours _____
3. March 4, 1985
   1616 W. Lake Street
   Seattle, Washington 48092
4. Dear sister, _____
5. Your Devoted Daughter _____
6. Dear Mom _____
7. 4251 S. Park Avenue,
   Grayslake, Illinois 60030,
   March 6, 1983,
8. Sincerely Yours _____
9. Dear Mr. Henderson, _____
10. 1957 Blue Heron Way
    March 7, 1983
    Oregon, Wisconsin 53725
11. Yours truly _____
12. Dear Jim - _____
13. 4397 Daton Street,
    Alton, Illinois 62002
    January 18, 1983
14. Dear George: _____
15. Dear Father Grasso _____

OBJECTIVE: To identify the letter style and punctuation style of a business letter and to identify the parts of a business letter

There are three styles for the layout of a business letter.

1. Block Style

   a. All parts of the letter are aligned on the left hand margin.

   b. The paragraphs are not indented.

2. Modified Block Style

   a. The heading, closing, and signature align with the center of the paper.

   b. All other parts of the letter align with the left hand margin.

   c. Paragraphs may or may not be indented.

3. AMS Simplified Style

   a. All parts of the letter align with the left hand margin.

   b. Omit the salutation and closing.

   c. A subject line is added which gives the topic of the letter. This is typed in all capitals.

   d. The signature is typed in all capitals.

There are two punctuation styles for a business letter.

1. Open Punctuation: there is no punctuation following the salutation or complimentary closing.

2. Mixed Punctuation: a colon follows the salutation and a comma follows the complimentary closing.

PARTS OF A BUSINESS LETTER

Heading: The heading includes return address and today's date.

The heading is eliminated if the person is using stationery with a letterhead. In that case only the date is used.

Inside Address: This is the complete address (as seen on the envelope) of the person who is receiving the letter. There are no punctuation marks at the end of each line.

Salutation: Is used only in Block Style and Modified Block Style letters. It is generally acceptable to use Dear Sir, Dear Madam, Gentlemen, or Ladies. If you know the name use Mr. for men, Miss for single women, Mrs. for married women, or Ms. for women whose marital status is unknown. In mixed punctuation there is a colon after the salutation. There is no salutation in AMS Simplified Style.

Subject line: This may be used in all styles. However, in AMS Simplified Style, it replaces the salutation and is typed in all capital letters. It should be a short description of the entire letter.

Body: Business letters should be short and to the point. They should include all necessary information such as specific names, titles, dates, or sequence of events.

Closing: In Block And Modified Block the closing is formal. Yours truly, or Sincerely yours, are acceptable. In open punctuation there is no comma following the closing. In mixed punctuation there is a comma following the closing. There is no closing in AMS Simplified Style.

DIRECTIONS: On the lines above the letters, identify the letter style and punctuation style where indicated. On the lines along the side, identify the parts of the letter.

1. Letter style _____

2. Punctuation style _____

3. _____

52 Hillside Road
Marquette, Michigan 49803
April 23, 1984

4. _____

Mr. George Jenson
Abbott Laboratories
North Chicago, Illinois 60060

5. _____

Dear Mr. Jenson

6. _____

I would like to be considered for the position of Laboratory Technician which was advertised in the April 22 Jobs section of the Chicago Tribune. Enclosed you'll find a copy of my transcript and resumé. Thank you for your consideration.

7. _____

Sincerely yours

8. _____

Martin Johnson

9. _____

MARTIN JOHNSON

104

10. Letter style _____

11. Punctuation style _____

12. _____

1452 W. Washington Street
Waukegan, Illinois 60080
July 6, 1983

13. _____

Mrs. Alice Widsworth
Complaint Department
National Brands Outlet
Waukegan, Illinois 60080

14. _____

Dear Madam:

15. _____

This is to register a complaint about the advertisement in the Waukegan Sun-Retriever dated July 2, 1983, that stated that Hanover brand tennis shoes would be reduced 50% during the week of July 5, 1983. When I arrived at 9:00 AM on July 5, the salesman told me that they were out of those shoes and tried to sell me a more expensive brand. I think this is a poor business practice. I would like a rain check for the Hanover brand shoes.

16. _____

17. _____

18. _____

Sincerely,

Sylene Appleson

SYLENE APPLESON

19. Letter style _____

20. _____

421 Alexander Avenue
Detroit, Michigan 48227
January 13, 1983

21. _____

Mr. James Snyder
The Camping Company
6273 Maple Court
Milwaukee, Wisconsin 53214

22. _____

CAMPING EQUIPMENT ORDER

23. _____

Please send tent (catalog number 683-B5). Enclosed is a check for $85.75 which includes $7.35 for shipping and handling.

24. _____

DON R. MACKEY

OBJECTIVE: To develop formal business letters

DIRECTIONS: Write at least one business letter using an appropriate format.

* * * * * * * * * * * * * * * * * * * *

I. LIST OF SUGGESTED TOPICS FOR LETTERS OF COMPLAINT OR ADJUSTMENT

A. Write to the consumer department of a company because:

1. a car dealer won't repair the car to your satisfaction.

2. a department store will not repair or replace damaged...(furniture, an appliance, clothing, etc.).

3. a chain restaurant had poor service or food.

B. Write to a government official because of:

1. problems with government services (street repairs, pollution control, tax refund, etc.).

2. conflict with views he/she has expressed in the media (TV, radio, magazines, or newspapers).

C. Write to a firm where you have an account and because of a computer error, the bill:

1. contains charges for purchases that were never made.

2. has had late charges added when it was paid early.

3. indicates that your account has been closed.

* * * * * * * * * * * * * * * * * * * *

The letter of complaint or adjustment should:

1. identify the specific problem.

2. list in chronological sequence the events which led to the problem.

3. list all the attempts that had been made to resolve the problem. (Include dates of store visits and phone calls if appropriate.)

4. identify what would be an appropriate solution to the problem.

5. use courteous and appropriate language.

* *

II. LIST OF SUGGESTED TOPICS FOR LETTERS OF REQUEST OR INQUIRY

A. Write to a store to order clothing, a book, or an appliance which was advertised in a magazine.

B. Write to an agency or company to request additional information about a product (storm windows, floor coverings, fabric samples, food ingredient list, medicine, etc.).

C. Write to the consumer division of any large company or to a government agency for pamphlets or catalogs on a variety of subjects (starting a small business, gardening, list of consumer agencies, telephone services, bank services, fire protection information, etc.).

* *

A letter of request or inquiry should:

1. list the item(s) requested.

2. include any details such as size, color, style, title, price, etc., whenever appropriate.

3. specify from where the information for the products was obtained (magazine, newspaper, pamphlet, library, doctor, etc.).

4. indicate, if appropriate, how the payment for the order will be made (COD, charge, money order, etc.).

OBJECTIVE: To recognize and punctuate nouns in direct address

PART I

A noun in direct address names the person(s) who is being spoken to. Commas are used to separate nouns in direct address from the rest of the sentence.

DIRECTIONS: Underline the nouns in direct address in the following sentences. Punctuate with commas where necessary.

EXAMPLE: Will you help me, Susan?

Tom, your wife is waiting in the car.

I want to know, Maria, if you'll finish the project by Friday.

1. Brian I don't want you to be late for rehearsal.
2. I've told you Nina that you should listen more carefully.
3. Listen Tom and Bill you were supposed to fix the car.
4. You will be assigned Walt to Room 300.
5. Did you want me to stop by the house Mother?
6. Excuse me Ma'am. You dropped your purse.
7. Mrs. Reynolds did you want your package delivered on Tuesday.
8. You're not trying hard enough Jack!
9. The Congress is waiting Mr. President for your State of the Union Address.
10. Doctor your patient is waiting in the examining room.

PART II

DIRECTIONS: Punctuate the following sentences with commas where necessary.

1. Operator I would like to make a collect call.
2. May I have your name Sir?
3. My name is Steve Jones. Operator are you still there?
4. Sir I'm getting your party.
5. Hello Ma'am. I have a collect call from Mr. Steve Jones. Will you accept the charges?
6. Yes Operator I will. Steve where are you?
7. I'm in Tulsa Mother. The car broke down on the way to Los Angeles.
8. Steve I told you that car needed a tune-up before you left.
9. Listen Mom this is costing you. Betty and the children are fine but I need you to wire me some money.
10. Oh Steve will you ever learn?

OBJECTIVE: To use commas to separate appositives in sentences

---

An appositive is a word or phrase that follows a noun or pronoun to identify or explain it.

Commas are used to separate appositives from the rest of the sentence.

DIRECTIONS: Punctuate the following sentences with commas where necessary.

EXAMPLE: My bank, the First National, has just raised its interest rates again.

1. Maurice my oldest brother is an accountant.
2. Lynn Marshall is going to Florida the sunshine state.
3. Iodine a mineral found in table salt and seafood controls the size of the thyroid gland.
4. Mr. Thomas my father's friend is coming to visit us.
5. Herman Melville wrote a book about Moby Dick a great white whale.
6. There is no known cure for herpes a venereal disease.
7. Potassium an essential mineral helps the cells to function normally.
8. Lucia Dominez the first runner-up will win a trip to Europe.
9. Marsha a great writer has written many novels.
10. Henry VIII a king of England organized a church in the 16th century.
11. The salesperson a nervous young woman dropped the vase on the customer's foot.
12. Eisenhower a former army general was President of the U.S. before Kennedy.
13. Harry grew up in the 1960's a turbulent decade.
14. Mrs. Sanchez gave Tasha her oldest daughter her wedding dress.
15. The Granada a former movie theater is now used for concerts and fund raising events.
16. Bury My Heart at Wounded Knee a book about American Indians is interesting reading.
17. Puerto Rico a self-governing commonwealth is considered to be a territory of the United States.
18. He waved a white flag a symbol of surrender and the battle was over.
19. Walter a light heavyweight has to lose ten pounds before his next fight.
20. William C. Handy a Black American composer lived from 1873 until 1958.

OBJECTIVE: To recognize and punctuate direct quotations

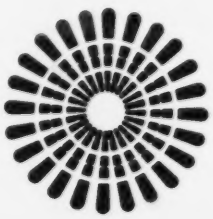
A DIRECT QUOTATION is the speaker's exact words and is set off from the rest of the sentence by a comma, question mark, or exclamation point.

Commas and periods are always placed inside the quotation marks whether they belong to the quotation or not. Question marks and exclamation points are placed inside the quotes if they belong with the quotation.

DIRECTIONS: Place quotation marks around the direct quotations below.

EXAMPLE: "I'm not interested in going to the movie tonight," said Karen.
"Why not?" asked Rosa.

1. I haven't been in school for fifteen years, explained Alex.
2. You probably learned most of what you need to know to pass the GED while you were working, said Sam.
3. Alex shook his head and said, You can't teach an old dog new tricks.
4. Baloney! replied Sam.
5. Sam continued, You learned how to repair your car last year.
6. I don't think that repairing a car is the same thing as passing five tests, Alex responded.
7. Sam said, No, it's not exactly the same thing, but a lot of the skills are similar.
8. For example, you learned the metric system, Sam pointed out.
9. You also learned to read diagrams, he continued.
10. Alex added, I had to learn to use charts and graphs, too.
11. Sam asked, Why don't you really want to go to a GED class?
12. I don't want my kids to be ashamed of me, answered Alex.
13. Why would they be ashamed of you? asked Sam.
14. They think you're the greatest father in the world! Sam exclaimed.
15. Sam proved further, Didn't you and John go to the father and son banquet last month?
16. You should have seen him look at you when you accepted the certificate for coaching the little league team, Sam added.
17. I had a great time with John that night, said Alex.
18. Why don't you try this class for one month? suggested Sam.
19. If you don't like it, you can quit, said Sam.
20. Well, maybe I'll try it, Alex replied.



OBJECTIVE: To identify, punctuate, and write indirect and direct quotations

PART I

An INDIRECT QUOTATION is a restatement of what someone said which is not in his or her exact words. Quotation marks are not used.

DIRECTIONS: Underline any indirect quotations in the sentences below. Place quotation marks around any direct quotations.

EXAMPLE: The young man asked me what time it was. (indirect quotation)

"Do you know what time it is?" asked the young man. (direct quotation)

1. I've heard Ronald say before that he didn't want to work on the project.
2. I heard the hostess say, That seat is wet!
3. The chief said that the situation was hopeless and told the firemen to evacuate.
4. Why haven't these accounts been recorded? asked the supervisor.
5. Children, please leave the doorbell alone! yelled the woman from the second floor window.
6. Margaret told us Mr. Brown would be returning from New York on Friday.
7. How long has it been since we've seen each other? asked Clarence.
8. Frank couldn't have admitted that I was the one who beat him at chess.
9. I could have been mistaken, admitted the witness.
10. The ushed walked over and asked, May I see your tickets, please?

PART II

DIRECTIONS: Write the following direct quotations as indirect quotations. Be sure to change subjects and predicates appropriately.

EXAMPLE: "Your uncle will arrive this afternoon," said my aunt. (direct quotation)

My aunt told me that my uncle would arrive this afternoon. (indirect quotation)

1. I heard Ralph say, "I have to leave for an appointment."

_____

2. "I'm here to apply for a sales position," said the man in the gray suit.

_____

PART II Continued

3. "Thank you," Annette said to her friends, "for the wonderful surprise party."

_____

4. "That door doesn't work," said the bus driver.

_____

5. "I can't be here until four o'clock on Fridays," explained the babysitter.

_____

PART III

DIRECTIONS: Write the following indirect quotations as direct quotations.

EXAMPLE: The witness testified that he had never seen that man before in his life. (indirect quotation)

"I have never seen that man before in my life," testified the witness. (direct quotation)

1. Mr. Lamont said that Jessie doesn't know what he's doing.

_____

2. The police chief announced that fewer major crimes have been committed this year than in the last ten years.

_____

3. The waiter asked if we were ready to order.

_____

4. The lady on the elevator asked the man to put out his cigarette.

_____

5. Anna taught her parrot to say that he was hungry.

_____

OBJECTIVE: To recognize subjects, predicates, and objects in sentences

DIRECTIONS: Identify underlined parts of each sentence by writing the following letters: S = subject, P = predicate, DO = direct object, and IO = indirect object.

EXAMPLE:

S P IO DO
The reporter gave his editor a front-page story.

S P DO
The reporter interviewed the policeman.

1. The federal government collected income tax for the first time in 1861.
2. Maude and Phil celebrated their 50th wedding anniversary by renewing their vows.
3. The computer engineering book contains many diagrams.
4. The salespersons arranged the display counters.
5. Bobby lent me his ice bucket for my party.
6. The building custodian repaired the broken furnace.
7. The lawyer presented the evidence.
8. Evelyn always finishes her typing first, but Ralph does a neater job.
9. The lawyer, a friend of Darrell's, didn't charge us for his advice.
10. Neither the snow nor the freezing temperatures stopped the firemen from working.
11. The family requested a private room for Mrs. Verdugo.
12. Louis offered Gloria his newspaper.
13. I remember her from my last job.
14. Nathan expected more responses to his questionnaire.
15. The government of France gave the United States the Statue of Liberty.

OBJECTIVE: To distinguish between predicate adjectives and predicate nominatives

DIRECTIONS: Identify the underlined word(s) as a predicate adjective or as a predicate nominative.

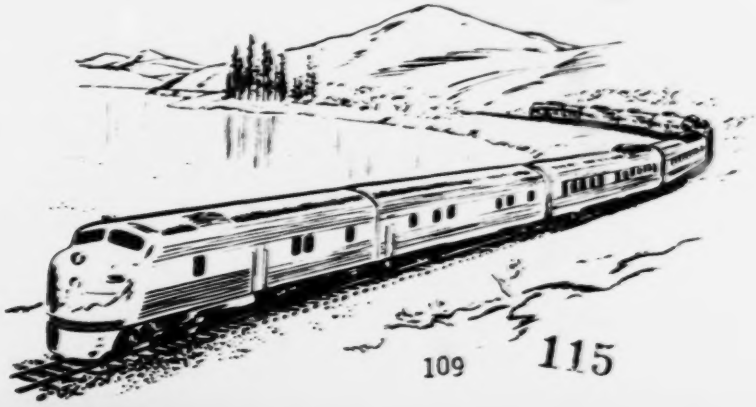
Predicate adjectives describe the subject.

Predicate nominatives rename the subject.

EXAMPLE: Our meal at the restaurant was very expensive. (describes the subject: expensive meal) — predicate adjective

The Prestons had been our neighbors for ten years. (renames the subject: Prestons = neighbors) — predicate nominative

1. Don wanted to become a computer programmer. _____
2. My next car will be a sports car. _____
3. The air felt chilly. _____
4. Michael Johnson is now the new Chairman of the Board. _____
5. Both Joe Louis and Muhammad Ali were formerly heavyweight champions. _____
6. In 1981 Sandra Day O'Connor became the first woman justice on the Supreme Court. _____
7. The foreman's criticism of the new employee was unfair. _____
8. After waiting in line for three hours, the children were growing restless. _____
9. Helena and Beatrice are close friends. _____
10. This morning the sky was still dark and cloudy. _____
11. My son was captain of the baseball team. _____
12. Gail was happy to hear the news. _____
13. The results of that election were still uncertain. _____
14. My oldest son is very short. _____
15. The train ride to New York seemed endless. _____



OBJECTIVE: To use correct subject/verb agreement with collective nouns, indefinite pronouns, and simple and compound subjects

DIRECTIONS: Write the letter of the verb that agrees with the subject.

EXAMPLE:

__b__ 1. This restaurant _____ dinner every night until 9:00 PM.
a. serve b. serves c. serving d. are serving

__c__ 2. The vegetables and dip _____ on the table.
a. is b. was c. are d. has

__d__ 3. The jury _____ ready to present its verdict.
a. are b. were c. will d. was

__a__ 4. Every one of the carpenters _____ a member of the union.
a. is b. were c. are d. can

____ 1. The crew ____ working on that building all year.
a. was b. were c. are d. did

____ 2. During the year our senator ____ many meetings.
a. schedule b. schedules c. scheduling d. have scheduled

____ 3. _____ someone turned off the lights?
a. Have b. Do c. Haven't d. Has

____ 4. There ____ many small businesses along this street.
a. was b. is c. are d. will

____ 5. Every summer our group ____ with young children.
a. working b. work c. works d. reworking

____ 6. Her supervisor ____ unhappy with the work.
a. seems b. seem c. seeming d. have seemed

____ 7. _____ anyone remember where I put my keys?
a. Do b. Don't c. Does d. Have

____ 8. Patience ____ a virtue that I need.
a. weren't b. were c. are d. is

____ 9. The shelves and brackets ____ fit here.
a. does b. don't c. doesn't d. done

____10. Swimming and walking ____ healthy activities.

a. is b. has c. are d. was

____11. My wife ____ the furniture in the bedroom every month.

a. move b. moving c. moves d. have moved

____12. Coffee and tea ____ the only drinks available.

a. have b. is c. was d. were

____13. The army ____ high school graduates for future jobs.

a. trains b. have trained c. training d. do train

____14. On last night's news a special report on adoption _____ presented.

a. have b. were c. are d. was

____15. His son ____ need a car.

a. don't b. doesn't c. have d. do

____16. Mushrooms, molds, and yeasts _____ fungi.

a. is b. was c. wasn't d. are

____17. Several ____ ready to oppose the new schedule.

a. was b. is c. were d. won't

____18. The U.S. Air Force ____ the latest aircraft.

a. have b. has c. haven't d. hadn't

____19. The animal shelter ____ about the well-being of all animals.

a. care b. cares c. caring d. uncaring

____20. Every one of my friends ____ me a card when I am sick.

a. send b. sends c. have sent d. sending

OBJECTIVE: To use correct subject/verb agreement with indefinite pronouns used as subjects

PART I

DIRECTIONS: In front of each sentence, write C if the underlined verb agrees with the subject; correct the verb if it doesn't agree.

EXAMPLE: __were__ Many of the movies <u>was</u> better last year.

__C__ Each of the movies <u>has</u> been on TV before.

_____1. Several of the truckers <u>was</u> leaving the restaurant.

_____2. Every one of her children <u>were</u> born in June.

_____3. <u>Does</u> anyone need a ride?

_____4. Both of the doctors <u>agrees</u> on the treatment.

_____5. Each of these cereals <u>have</u> too much sugar.

_____6. Someone in the group <u>are</u> driving the bus.

_____7. Nobody <u>want</u> to create more problems.

_____8. Few of these suits <u>is</u> sewn well.

_____9. <u>Has</u> someone answered your complaint?

_____10. Every one of these vegetables <u>were</u> picked from my garden.

PART II

OBJECTIVE: To use correct subject/verb agreement when correlative conjunctions introduce the subjects

DIRECTIONS: If the underlined verb agrees with the subject, write C on the line. If the verb doesn't agree, write the correct verb on the line provided.

EXAMPLE: __C__ Either Tanya or her sisters <u>are</u> moving.

__is__ Either her sisters or Tanya <u>are</u> moving.

__C__ Both Tanya and her sister <u>are</u> moving.

_____1. Not only Marla but also Rick <u>enjoys</u> the concerts in the park.

_____2. Neither the tenants nor the landlord <u>were</u> willing to pay the high heating costs.

_____3. Neither the landlord nor the tenants <u>were</u> willing to pay the high heating costs.

_____4. Both the nursery school and the preschool <u>offers</u> the same activities for children.

_____5. Not only the musicians but also the band leader <u>are</u> quitting early.

_____6. Either the doctor or his nurse <u>has</u> the results of the blood test.

_____7. Whether he or his friend <u>is</u> hired will depend on the final interview.

OBJECTIVE: To determine pronoun/antecedent agreement

DIRECTIONS: If the underlined pronoun agrees with the antecedent, write C in front of the sentence. If it doesn't agree, write the correct pronoun.

EXAMPLE: their a. All of the workmen brought his lunch today.

C b. Only one of the men had his citizenship papers.

_____1. If anyone is planning to leave early, they may leave now.

_____2. One of the women left their purse here.

_____3. Someone on this bus dropped their transfer.

_____4. Has anyone here lost their glasses?

_____5. A contestant is coached before he appears on a game show.

_____6. Anyone parking here will have his car towed.

_____7. Each of the children put away their toys.

_____8. A person should read a contract carefully before he signs it.

_____9. Someone forgot to take their umbrella home.

_____10. Has anyone finished doing his work?

_____11. Neither Carol nor Alice wears her glasses.

_____12. Every woman should know how to fix some things on their car.

_____13. Both Linda and Jeanne were wearing their blue suits today.

_____14. Either Mary or Lisa will lend you her book.

_____15. Some of the men did more than their share of the work.

OBJECTIVE: To recognize and correct fragments and run-on sentences

PART I

* *

FRAGMENTS are incomplete sentences because they are:

a. missing subjects
b. missing predicates
c. phrases punctuated as sentences
d. dependent clauses punctuated as sentences

RUN-ON SENTENCES are two or more independent clauses incorrectly punctuated.

* *

DIRECTIONS: Identify each group of words by writing: F (for a fragment)
R (for a run-on sentence)
C (for a complete sentence)

EXAMPLE: __F__ Although Carole marched bravely into the dark room.

__R__ The secretary behind the desk looked angry but, she was very helpful.

__C__ Either we'll go to the movie or we'll go out for pizza.

_____ 1. Because he wanted us to be there.

_____ 2. Woodstock was a rock concert, it was held in New York state and thousands of people were there.

_____ 3. When Grace got up to leave, she tripped over Harvey's feet.

_____ 4. Baldwin has written several books and my favorite is <u>If Beale Street Could Talk</u> and you should read it.

_____ 5. The Alps, a mountain range in Europe, the Andes, a mountain range in South America, the Rocky Mountains, a mountain range in the United States, and the Urals, a mountain range in Russia.

_____ 6. Mr. Robbins' newsstand burned down, but his neighbors built him a new one.

_____ 7. The apartment on Fifty-ninth Street which is the nicest one I've seen so far.

_____ 8. Which one of you will volunteer to pick up Kelly at the bus station?

_____ 9. While we were all swimming, raccoons got into our picnic basket and ruined our lunch.

_____10. Although the car had been covered in three feet of snow.

_____11. That store clerk, one of the friendliest people I've ever met.

_____12. Juan gave me this picture it's one of his favorites.

_____13. Were you in the audience when they introduced the singer?

_____14. Maureen wanted to finish sewing the dress but she was constantly interrupted.

_____15. Working in that hot sun all week long.

_____16. Mrs. Morrison's son is an auto mechanic, consequently she buys only inexpensive used cars.

_____17. As the ballerina danced gracefully across the floor.

_____18. Waiting in line to see the new movie.

_____19. Denise practices her piano lessons daily, therefore, she is not nervous about the recital.

_____20. After I pass my GED tests, my family will have a party to celebrate.

PART II

DIRECTIONS: Rewrite the letter below eliminating any fragments or run-on sentences.

Dear Frank,

You can't. Not a loan from Uncle Mike. He's done so much for you already, he's the one who paid your way through college. Even though I understand that you need it. Oh, I don't know. Go ahead and ask him for the loan. Although you know he's got other problems right now. You'll probably get it. It may be the only way that you'll be able to keep the restaurant open. Hurry and write again soon.

Your sister,

Phyllis

OBJECTIVE: To recognize parallel structure in words and phrases

DIRECTIONS: Below are pairs of sentences. Indicate with a check mark which sentence of each pair has parallel structure. Then underline the parallel words or phrases in that sentence.

EXAMPLE:

___ 1. The relief pitcher struck out one batter and then was walking another.

✓ 2. The relief pitcher struck out one batter and then walked another.

___ 1. The witness was so frightened that she wanted to hide or to run away.

___ 2. The witness was so frightened that she wanted to hide or was running away.

___ 3. The young senator proved himself to be not only a hard worker but also a man who could talk smoothly.

___ 4. The young senator proved himself to be not only a hard worker but also a smooth talker.

___ 5. Sheila found sewing more relaxing than knitting or to refinish furniture.

___ 6. Sheila found sewing more relaxing than knitting or refinishing furniture.

___ 7. Either exercising or jogging can be a healthy way to lose weight.

___ 8. Either an exercise or jogging can be a healthy way to lose weight.

___ 9. Worry, stress, and having negative thoughts will wear a person out.

___10. Worry, stress, and negative thoughts will wear a person out.

___11. Ted's ideas always make more sense than Robert's ideas.

___12. Ted's ideas always make more sense than the ideas of Robert.

___13. The secretary was falsely accused of taking office supplies and to make long distance phone calls.

___14. The secretary was falsely accused of taking office supplies and making long distance phone calls.

____15. I was looking forward to a summer of sunshine, relaxation, and little rain.

____16. I was looking forward to a summer of the sun shining, relaxation, and little rain.

____17. The good news made me want to laugh, cry, and be hugging someone all at once.

____18. The good news made me want to laugh, cry, and hug someone all at once.

____19. The ability to read, do math, and understand English are important skills on many jobs.

____20. The ability to read, do math, and understanding English are important skills on many jobs.

OBJECTIVE: To recognize and correct redundancy in sentences

DIRECTIONS: Rewrite the sentences below.

1. Eliminate words which have the same meaning.

   Example: We watched as the big huge bulldozer backed into the tiny little compact car.

   We watched as the huge bulldozer backed into the compact car.

2. Use pronouns instead of repeating nouns.

   Example: When Joan was a receptionist, Joan practiced her typing.

   When Joan was a receptionist, she practiced her typing.

3. Reduce clauses to phrases, appositives, or single words.

   Example: When Joan, who was a receptionist, was alone in the office, she practiced her typing.

   When Joan, a receptionist, was alone in the office, she practiced her typing.

1. The infectious disease, measles, is highly contagious.

   _____

2. Since Liz was so tall in height and heavy in weight, Liz had trouble getting dates to take her out.

   _____

3. Thomas is shy and doesn't like to meet new people and feels awkward in new situations.

   _____

4. We stayed up so late at night that it was morning when we saw the sun rise so we went out for a pancake breakfast at dawn.

   _____

   _____

5. A loudspeaker is a producer which produces an audible sound that you can hear.

   _____

6. The shop attendant was so paralyzed from fright that he couldn't move to give the armed man with a gun the money from the cash register.

7. There were three alumni who had graduated from the C.U.S.I. GED Program who spoke at the graduation ceremony we attended because we're graduating.

8. Sal gave Tony a ticket to the rock concert which Sal invited Tony to see with Sal.

9. Andrea planned a farewell party in order to say goodbye to her good friend Candy who was moving away.

10. Andrew took Sylvia to a restaurant to eat dinner before Andrew took Sylvia to the movie.

11. Everyone in the office where I work contributed a dollar toward a gift for the woman who was going on maternity leave so that she could have a baby.

12. It is always the case every time that if I'm going to get so sick that I have to stay in bed, it will happen during the holidays on which I have days of vacation.

13. With respect to the controversial topic on which everyone had a different opinion that we discussed in class during the first hour of our lessons, I didn't agree with the teacher.

_____

_____

14. Alice gave her sister, Danielle, some clothes for her son Matthew which Alice didn't need anymore, but Danielle, her sister, could use because her son Matthew was the same size as Alice's son Tom was last summer.

_____

_____

15. Owing to the fact that some household plants, for example, such a plant as the poinsettia, are poisonous from a health standpoint, they should be removed when young children are in the room unsupervised.

_____

_____

OBJECTIVE: To apply sentence structure and style concepts to paragraph and letter writing

PART I

DIRECTIONS: Choosing one or a combination of the methods listed below, write a paragraph that meets minimum standards.

Paragraphs can be developed using the following methods:

1. DESCRIPTION - using details to give a clear visual picture of the subject
2. DEFINITION - using explanations and examples that clarify the meaning of the subject
3. CHRONOLOGICAL SEQUENCE - identifying the order or time in which events happened
4. SPATIAL SEQUENCE - describing people or objects according to their location in relationship to other things
5. CAUSE AND EFFECT - explaining events according to how they affect each other

In order to qualify as a completed paragraph, it should meet the following minimum standards:

1. use appropriate transition words
2. use a variety of sentence patterns and structures
3. eliminate redundant words or phrases
4. keep words and phrases parallel whenever appropriate
5. avoid double negatives
6. use appropriate word usage
7. use appropriate capitalization and punctuation

PART II

DIRECTIONS: Choosing one type of format, write an appropriate letter that meets minimum standards given.

Letters can be divided into two categories:

1. INFORMAL LETTERS which are used to write
   a. letters to friends
   b. thank-you notes
   c. informal invitations
2. FORMAL LETTERS which are used to write
   a. letters of complaint or adjustment
   b. letters of request or inquiry

In order to qualify as a completed letter it should meet the following minimum standards:

1. neatness of appearance and writing
2. appropriate stationery
3. approximately equal margins
4. correct use of the parts of the letter

INFORMAL LETTER PARTS	FORMAL LETTER PARTS
a. heading	a. heading
b. salutation	b. inside address
c. body	c. salutation
d. closing	d. body
e. signature	e. closing
	f. full signature

5. consistent use of a letter style for business letters, if applicable

   a. Block Style
   b. Modified Block Style
   c. AMS Simplified Style

6. appropriate punctuation
7. correct grammar usage and spelling
8. clear identification of the purpose in the body
9. inclusion of all pertinent information